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ABSTRACT

An orientation manual from Nova University of Florida is presented that is designed to introduce the regional student to the school's field-based doctoral program. The manual contains information on a chronological sequence of activities from admission to graduation including core seminar and specialization seminar syllabi, practicums, housing/transportation, intensive summer sessions, materials needed, and graduation requirements. Background information covering programs for the Higher Education Field-Based Ed.D. program; pointers about adults as learners; the external degree; and traditional and non-traditional tertiary education orientation programs is also provided. The manual's appendixes provide the new student with various forms and other information to help him/her adjust to the new surroundings and obtain all the necessary materials. Information includes instructions for registration and payment, a textbook order form, a sample practicum proposal and plan of action worksheet, a university map, and information on various support programs available to the student. (GLR)

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PROGRAMS FOR HIGHER EDUCATION
REGIONAL STUDENT
ORIENTATION MANUAL

James P. Kole

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HE 023 743

Nova University

May, 1987

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WELCOME TO NEW REGIONAL STUDENTS

FROM THE DIRECTOR

On behalf of Nova University, the Programs for Higher Education (PHE) staff welcomes you, as a new participant and partner, into our exciting field-based doctoral program. In order to help prepare you for the challenges that lie ahead, "The Regional Student Orientation Manual" was designed especially for you, the regional student.

As a new regional cluster student, you will be guided systematically from initial registration in the PHE field-based doctoral program to the official on-campus graduation ceremony. Since the field-based learning approach may be a new experience for you, you will be encouraged to refine or develop a variety of independent learning skills that will enhance success in the program.

The national lecturers will challenge you to perform to the best of your ability. Your cluster coordinator and research associate will assist you in designing your research and will provide direct feedback to you regarding practicum proposals. The Nova Central staff and I will be available to assist you with any special questions or concerns if they should arise. But most important of all, you must design a plan of action that will integrate your new role of doctoral student along with your many other life roles. The new role of doctoral student must now compete with such

existing life roles as: full-time professional, spouse, parent, family member, community leader, friend, etc. Your timely success in completing the Nova field-based Ed.D. program will, in part, depend on your ability to create a balance between these life roles; your ability to prioritize these roles; and your ability to enlist the support of the various people in your life that want to share your time and energy. With all of this in mind, I encourage you to actively embrace the challenge that the Nova field-based Ed.D. program provides.

Ross E. Moreton, Director
Programs for Higher Education

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INTRODUCTION

On April 20, 1985 the first Nova University Programs for Higher Education (PHE) field-based regional cluster orientation meeting was conducted in Denver, Colorado at the Denver Airport Hilton Hotel. Fifteen educators from around the country who were interested in the new field-based regional cluster delivery system attended the meeting. A sample of the students' hometown states included: Idaho, Minnesota, Missouri, Nevada, New Mexico, New York, Oklahoma, Oregon, Pennsylvania, Washington, Wisconsin, etc. At the orientation meeting an overview of the Nova field-based doctoral education delivery system was presented. The two field-based delivery systems, the local cluster and the regional cluster, were explained and compared (See Background Information).

1987 marks the third year of operation for the PHE regional cluster delivery system. Currently there are regional clusters in Atlanta, Georgia, Birmingham, Alabama, and Denver, Colorado. Additional regional cluster sites that hold promise for developing are: Frankfurt, Germany, Honolulu, Hawaii, Kansas City, Missouri, Las Vegas, Nevada, London, England, Los Angeles, California, and Saint Louis, Missouri.

Regional Student Needs Assessment Survey

After discussions with regional students and the regional cluster coordinator, the PHE administrators recognized a need to initiate a needs assessment survey (Regional Cluster De-isolation Project Survey) of all regional cluster students in the doctoral program (See Appendix A). The goal was to discover what the broad-ranging needs of regional students were and to actively develop strategies to meet those needs.

A content analysis of the needs assessment survey results of the regional cluster students indicated that feelings of isolation existed among a majority of the students. A review of the student comments from the "Regional Cluster De-isolation Project Survey" resulted in a list of recommendations for immediate and future implementation. The general categories of recommendations were:

1. Increase regional cluster communication system-wide.
2. Provide more detailed program information and
3. Organize PHE regional cluster information into an "Orientation Manual."

The purpose of this document revolves around the "Regional Cluster De-isolation Project Survey" recommendation # 3. Organize PHE regional cluster information into an "Orientation Manual." The orientation manual also incorporates recommendations # 1 and # 2.

It is hoped that the provision of a relatively comprehensive "Regional Student Orientation Manual" will give new students the opportunity to preview the scope and requirements of the Nova field-based doctoral program prior to attendance at the initial regional student orientation meeting. In addition, a variety of suggestions and strategies for completing degree requirements, especially practicums, will be shared. The manual will carry a professional, student, and human development emphasis that suggests a "systems approach" to the development and/or refinement of independent learning and general skill competencies that are thought to be necessary for success in the program. The overall goal of the "Regional Student Orientation Manual" is to assist the regional student in making a positive adjustment to the unique demands of field-based doctoral study so as to make possible timely degree progress.

CHRONOLOGICAL SEQUENCE OF ACTIVITIES--

ADMISSION TO GRADUATION

Admission

Applicants quite often are steered to the PHE regional cluster when they are geographically isolated from a local cluster site or when they have to wait a lengthy period of time before a local cluster recycles. Applicants must meet the following requirements for admission to the PHE:

1. Hold a master's degree from an accredited institution
2. Be currently employed in a job related to one of the areas of specialization (Higher Education, Vocational Education, or Adult Education)
3. Provide three letters of recommendation from senior academic or administrative personnel in the applicant's place of employment
4. Participate in an interview with a PHE staff member

Registration and Tuition Payment

A new registration and tuition payment procedure was instituted in 1987. The regional cluster coordinator will provide new students with the necessary forms. Students

should complete the forms according to the instructions as indicated in Appendix B.

Financial Aid

Even though you are a full-time working professional, there are a variety of financial aid options available to you. Some of the financial aid options are: national direct student loans, plus loans, state or federal loans, veterans' benefits, research fellowships (2), and a variety of scholarships. Further information regarding these financial aid options is available from the Student Financial Planning Office. The phone number for this office is listed in Appendix C.

Initial Regional Orientation Meeting

The initial orientation meeting occurs at active regional cluster sites (listed previously) each year. The meeting always occurs on a weekend due to the fact that working professionals are involved. Since this is the first in-person contact that students have with the regional cluster coordinator, Nova faculty, and each other--students should come prepared with questions. In addition, each student should plan to meet and get to know as many new students as possible so as to exchange phone numbers and addresses. These initial contacts have the potential for becoming valuable sources of support and information later.

Because new students will be travelling to the Regional Cluster meeting site from all parts of the country, it will be necessary to reserve a hotel room and make flight arrangements well in advance of the meeting. It is important to pay particular attention to any pre-orientation meeting instructions. Included in the instructions will of course be the hotel site and the itinerary of meetings. It is possible that a social hour will be planned on Friday evening since most students usually arrive on that day. Recently, one Regional Cluster orientation meeting also included the first lecture of a core seminar. This has the benefit of involving new students quickly in the program and also helps to reduce travel and hotel costs.

Checklist of Materials Issued to New Students

___ 1. Regional Cluster Orientation Manual

___ 2. Nova University Programs for Higher Education Catalog

___ 3. Guidelines for Form and Style

___ 4. Practicum Guide

___ 5. Policies and Procedures Manual

___ 6. Financial Aid Information

___ 7. Registration and Tuition Payment Packet

___ 8. First Core Course and Specialization Seminar Syllabi

___ 9. Textbook Order Forms

Please review the list above to insure that you have received all of the issued materials. It will be helpful for you to scan over each of them and jot down any questions that you have. Opportunities will be available to ask questions. If you have an organized list of questions to ask at the orientation meeting, confusion will be prevented later.

Textbook Order Information

As a new student you will need to order the appropriate textbooks for the seminars that you are enrolling in. Please note that there is a "Textbook Order Form" located in Appendix D. All PHE textbooks may be ordered from this bookstore (Nova Books, Inc.). Nova Books, Inc. will accept credit card orders (MasterCard, Visa, or American Express) over the telephone. The store will also accept money orders or cashier's checks. The usual delivery time is about five to six working days. However, you may be able to borrow some of these books from a university library.

Core Seminar and Specialization Seminar Syllabi

As a new regional student, you will receive the core seminar and specialization seminar syllabi prior to or at the initial orientation meeting. It will be important for you to look over the syllabi as quickly as possible so as to be sure that you understand the directions and the requirements. It will, of course, be prudent to obtain the

textbooks as quickly as possible so that you may begin work and stay on schedule. While waiting for your textbooks to arrive, a careful reading of the Guidelines for Form and Style would be in order. If you will not be typing your own papers, then you should have the typist or word processor read this manual. Please note: it is much easier and quicker to make revisions with a word processor than with a typewriter. Special note: Be sure to follow all instructions as they appear in the syllabi so as to prevent the return of your papers to you. In addition, if an assignment is not clear, consider calling a fellow student or the national lecturer for clarification.

Seminar Requirements

According to the Nova University Programs for Higher Education 1986-87 Catalog (8),

> students must attend and pass seven seminars. Five of these are 'core' seminars, and are required of all students regardless of specialization. Two seminars are 'specialization' seminars and are taken only by those enrolled for that specialization. Some core seminars are offered at the regional cluster site (regional students have the option to take some core seminars at intensive summer sessions in Fort Lauderdale or at available local cluster sites, see Appendix E) and specialization seminars are delivered in conjunction with the summer institutes.

The five core seminars that all PHE students must take are:

1. Curriculum and Program Planning
2. Governance and Management
3. Applied Educational Research and Evaluation
4. Learning Theory and Applications, and

5. Societal Factors Affecting Education.

The two specialization seminars that are required of each student according to area of specialization are:

Specialization in Leadership in Adult Education

1. History, Philosophy, and Practices of Adult Education
2. Theory and Methods of Adult Education

Specialization in Higher Education

1. Politics, Law, and Economics of Higher Education
2. Emergence of Higher Education in America

Specialization in Vocational, Technical, and Occupational Education

1. Personnel--Human Resources Development, and
2. Emergence of Vocational, Technical, Occupational Education in America.

For a description of each of the above seminars, please consult the Programs for Higher Education Catalog. The above seminars are usually completed in a two-year period. Students interested in accelerating their degree progress attempt to complete as many of the five required practicums during this same two-year period. What is a Practicum?

Practicums

According to the Nova University Programs for Higher Education 1986-87 Catalog (12), practicums

> are applied research projects that are designed to promote the solution to current problems in the student's institution. They are highly structured opportunities to put theory into practice and to submit newly gained knowledge and skills to the test of reality.
>
> Students must successfully complete five practicums, one related to each of five different seminars. All students must complete a practicum relating to the seminar on Applied Educational Research and Evaluation and at least one practicum relating to a specialization seminar.

Please note: It is important to get involved in the practicum planning and writing process as soon as possible. Sometimes it is possible to plan "elective papers" for seminars around practicum topics. If this can be done, one literature search may serve both projects. The regional cluster coordinator, local research associate, employer, and fellow students may provide some ideas for you to consider for practicum topics. But the major responsibility for topic selection rests with you. It would be to your advantage to come prepared to the initial orientation meeting with a list of tentative practicum topics. Prior to the meeting you should try to discuss with your supervisor some of the institutional problems that may serve as possible practicums. This way you would be able to begin the practicum process of developing a proposal and receiving immediate feedback. You then would be able to complete the practicum step by step. In addition, it would be helpful for you to read the Programs for Higher Education Practicum Guide before you meet with your supervisor so that you understand all of the components of a practicum.

Since practicums must be related to seminars, you should think of a topic that would correspond with your first core seminar. If you do this, you will have the added feedback of the national lecturer. The bottom line is you should be able to complete the practicum before the end of the seminar. To sum up advice on practicums:

1. Read the Programs for Higher Education Practicum Guide as soon as you receive it;

2. Prior to the orientation meeting, enlist the advice and support of your supervisor in identifying appropriate institutional problems for possible practicum topic consideration;

3. Write a practicum proposal (following Practicum Guide) for each practicum topic identified and provide the regional cluster coordinator and local research associate with a copy at the initial orientation meeting (Appendix F contains a sample practicum proposal);

4. Complete a (practicum) plan of action sheet (See Appendix G);

5. After receiving feedback from the cluster coordinator and/or local research associate, complete the practicum, step by step (See Appendix H);

6. After the practicum is typed, proofread the document carefully and have someone else do the same;

7. Follow the directions of the regional cluster coordinator for submitting practicums through the mail;

8. Start preparing immediately for the next practicum (especially if you have already gained practicum proposal approval--if not, seek approval first); and

9. In addition, plan ahead to utilize the Information Retrieval Service (See Appendix I).

Intensive Summer Sessions

Now that you have attended the initial orientation meeting, and have completed all of the writing assignments for the first core seminar (or the entire seminar), and perhaps even completed a practicum--it is time to attend the intensive summer session. Usually the intensive summer session starts two weeks prior to the annual summer institute and occurs on the Nova University campus in Fort Lauderdale. See Appendix J. Daily class sessions for the two core seminars are scheduled during this time period. Although there is only two weeks of classes during the intensive summer session, you will have been corresponding with the national lecturers for about four months already. All of the writing assignments for the seminars should be finished as it is customary to send these through the mail to the national lecturers. It is highly recommended that you complete all of the writing assignments for the intensive summer seminars prior to the start of the on-campus sessions. This way you will find it easier to concentrate on the specialization seminar that is concurrent with the summer institute.

The two-week intensive sessions usually involve lecture, discussion, films, other audio visual aids, and an in-class writing assignment (final). You will also have plenty of opportunity to seek feedback from the national lecturers regarding practicum topics. In addition, the regional cluster coordinator is usually available on a daily basis in Fort Lauderdale at this time and can also provide practicum advice. Please note: the weather is usually hot in Fort Lauderdale in July (90-100 degrees F), with near daily afternoon showers. So, plan your wardrobe accordingly and bring an umbrella.

Housing/Transportation for Intensive Summer Session

Nova University offers the opportunity for regional students to live in furnished on-campus apartments during the intensive summer sessions. The modest cost of $35 a day for a two-bedroom, two bathroom air-conditioned apartment with a large eat-in kitchen and living room is quite a bargain. Each apartment sleeps four (two single beds in each bedroom). Sometimes students decide to share an apartment. This option offers added value because the $35 price per day is then divided by the number of students sharing the apartment. In past years, regional students selected roommates at the initial orientation meeting. Laundry facilities and public telephones are centrally located on the premises. Students also have access to the University outdoor pool and tennis

courts. Nova University housing arrangements should be made as early as possible by contacting:

Director of Housing
3601 College Avenue
D Building
Davie, Florida 33314
(305) 475-7052

Other housing options can be arranged directly with local hotels. The regional cluster coordinator can provide additional information about these options.

Since some students will be driving to Fort Lauderdale, local transportation will not be a problem for them. If other means of transportation (plane, bus, etc.) are utilized, then either a taxi or rental car will need to be considered for transportation to Nova University. The campus is located (ten miles west of the ocean) about eight miles west of the Fort Lauderdale-Hollywood airport in the town of Davie (See Appendix J). The main street of Davie is located about 1/2 mile from the campus. Various stores including grocery are located in this area. Sometimes the regional students make shopping trips together and, therefore, pool the available student or rental cars. For any special informational needs concerning the town of Davie, please contact:

Davie-Cooper City Chamber of Commerce
4185 SW 64th Avenue
Davie, Florida 33314
(305) 581-0790

Attendance at the Summer Institutes

According to the Nova University Programs for Higher Education 1986-87 Catalog (13):

> each student must attend two summer institutes. Summer institutes are week-long events that bring together students, cluster coordinators, practicum evaluators, MARP advisors, national lecturers, central staff, and nationally known educators to express and share ideas. Material is presented that explores the deeper implications of the seminars and that elaborates on the application of theory to current issues in education.

Since the summer institute is held in different locations each year, you will need to make personal arrangements for transportation and hotel. The PHE will advise you months ahead of the institute regarding special rates, etc. For the past several years, the location of the summer institute has been Fort Lauderdale, Florida, and Tucson, Arizona. The approximate dates of the summer institute are generally either the last week in July or the first week in August. During each of the two summer institutes, you will be required to take the appropriate specialization seminar for your interest area. Classes usually meet each day for a period of two or more hours. During a major portion of each day at the institute, you will have the opportunity to select from a number of interesting program presentations by educators from around the country. In addition, there will be adequate time left over for relaxation, sightseeing, etc.

Post Summer Institute Specialization Assignment

As with the core seminars, you will have been assigned several specialization writing assignments prior to the summer institute. It is highly recommended that you complete these assignments according to the schedule suggested in the specialization syllabus. Doing so will tend to reduce the pressure of other assignments and will free up time for the development of practicum proposals and practicums. During the two months following the summer institute, you will be required to submit a synthesis paper to your specialization lecturer. The purpose of this paper is to integrate and summarize the collective learnings from the readings, writing assignments, elective assignments, lectures, forum discussions, and other related learning experiences at the summer institute. Be sure to follow the recommended date for submitting the synthesis paper to the lecturer to prevent receiving an incomplete or a no pass grade. This applies to all of the seven seminars.

The First Two Years of Seminars Are Over--Now What?

If you have actively attacked the assignments and kept on schedule, this means that you have successfully completed the seven required seminars. If you set goals for yourself and followed the suggestions for the practicum approval process stated earlier in this manual--you may have even completed one to five practicums. If you did--that

is fantastic because once you complete the fourth practicum, you are eligible to be assigned to a MARP committee.

Because of work and/or family responsibilities, it is possible that you may need the third year in the Ed.D. program to concentrate on completing the five required practicums. Some students may spread these requirements out even further. However, the Ed.D. must be completed within seven years of initial registration in the program.

The Third Year, The MARP Year

The third year in the Ed.D. program was initially planned for the completion of the Major Applied Research Project (MARP). But what is a MARP? According to the Nova University Programs for Higher Education 1986-87 Catalog (12):

> MARPs are much like practicums, only much more ambitious and rigorous. Whereas practicums are designed to sharpen skills in planning and conducting applied research, the MARP is the final demonstration that those skills have been mastered. . . . The projects undertaken should be potentially useful in professional situations, most likely in the institutions or organizations in which students are employed.

As was mentioned previously, some students may still be completing practicums during the third year. If so, then the MARP may be extended into the fourth year, etc. The point is that each student is responsible for setting their own schedule for completing degree requirements. Because students are very busy with professional and family responsibilities, attempting to

follow a strict practicum or MARP schedule may be almost impossible at times. Therefore, some room for flexibility should be anticipated when planning such a schedule. The "Plan of Action" goal sheets located in Appendix G should be very helpful to you in completing the practicum and MARP requirements.

Graduation and Requirements

Prior to graduation, and before your name is submitted to the Board of Trustees, you will be requested to complete the "Individualized Evaluation" for the PHE. This will involve your evaluation of the PHE and your reasons for choosing the various practicums or MARP topics (See Appendix K).

In order to help you keep track of your Ed.D. degree requirement progress, the "PHE Ed.D. Self-Monitoring Check Sheet" is provided in Appendix L.

Nova University has one on-campus graduation ceremony each year. The ceremony usually takes place during the month of July. Although the University officially awards degree diplomas every month during the year, you may participate in the on-campus graduation ceremony in July, if you desire.

In conclusion, a variety of appendix materials have been included in this orientation manual to enhance your understanding of the PHE program and its requirements. Because of the nature of the Nova field-based doctoral

program, it requires a great deal of self-directed and independent learning initiative on your part. Appendix M lists a number of skill areas that independent learners such as yourself need to develop or refine. The utilization of such skills will greatly enhance completion of the Ed.D. degree requirements. Two critical skill areas (goal setting, Appendix G and time management, Appendix N) have been included in the appendix section along with interactive worksheets. These worksheets should be especially useful to you in planning skill development goals as identified by the "Self-Assessment Skill Instrument" (Appendix O). In addition, the worksheets should greatly enhance your planning and writing of Practicums and the MARP.

This "Regional Student Orientation Manual" is a formative model. It is by no means all inclusive of all information that you will need as a new regional student. Therefore, any comments and suggestions that you have that will contribute to the improvement of future editions of this manual will be warmly received. Please direct your comments and suggestions to:

Dr. Ross E. Moreton, Director
Programs for Higher Education
"Regional Student Orientation Manual"
Nova University
3301 College Avenue
Fort Lauderdale, Florida 33314

BACKGROUND INFORMATION

Overview of Programs for Higher Education's Field-Based Ed.D. Program

The Programs for Higher Education of Nova University initiated its first field-based doctoral program for practitioners working in community colleges in 1972. Over the past fourteen years, Nova University's PHE field-based doctoral program has evolved to include practitioners working in higher education, vocational education, and adult education (including business, industrial, and military training programs). The program integrates formal instruction, independent study, and applied research into a comprehensive learning experience.

The primary method of educational delivery for the Programs for Higher Education Ed.D. degree is the local cluster. Local clusters are described in the Nova University Programs for Higher Education 1986-87 Catalog (2)

> In the Programs for Higher Education, the cluster replaces the campus. All students are organized into groups called local or regional clusters. Clusters provide the vehicle through which instruction and other services are provided to students. All students belong to a cluster, and all clusters are headed by a cluster coordinator, who is a part-time representative of Nova University. . . . During the first two nine-month academic years, for local clusters, formal instruction covers five of seven required seminars. The two specialization seminars are held in conjunction with the summer institutes. National lecturers travel to the local cluster for core seminar meetings. The cluster coordinators coordinate these activities with the national lecturers and the students.

> Members of a local cluster are generally from the same geographic area and may have the same employer. They share similar professional concerns and goals and often must deal with similar problems. Thus, local clusters usually gel into closely-knit social-educational-professional groups that students often find sources of support, guidance, and inspiration. Many rewarding personal and professional relationships are formed during the life of a cluster.
>
> A local cluster may form almost anywhere there is enough interest. Generally, 20 or more students are needed to form a cluster. Clusters are now operating throughout the United States.

Noted in the definition of local cluster above is the idea that students in local clusters utilize each other as sources of support, guidance, and inspiration. The description of regional clusters in the same catalog does not suggest that regional students provide the support, guidance, and inspiration for each other to the same extent as is apparent in the local clusters. Regional clusters are described in the Nova University Programs for Higher Education 1986-87 Catalog (3) as being

> developed specifically for those students who, because of location or employment considerations, are unable to participate in local cluster programs. Regional clusters have been designed to enable students to complete all requirements for the Ed.D. degree without taking extensive leave from their positions of employment.
>
> Regional clusters employ a combination of field-based delivery, independent study, and on-campus formal instruction. The program components include a minimum of three regional cluster meetings, two on-campus summer sessions and two summer institutes. In addition to an introductory meeting in the winter . . . one regional cluster meeting is scheduled the next year at each of the operational regional cluster sites. On-campus summer sessions will be held at the Nova University main campus in Fort Lauderdale, Florida . . .

A comparison of the above two cluster descriptions (local and regional) should lend some insight into the possible and probable communication concerns encountered by regional students. The same comparison will give credence to the notion of the feeling of isolation that many regional students express. In order to more fully understand the concerns of the Nova University Programs for Higher Education regional students, it was imperative to first explore the commonly agreed upon precepts regarding adults as learners.

Adults as Learners

Since all of the PHE Ed.D. students are adult learners who have earned an accredited masters degree previously, one might assume that they are all independent and self-directed learners. However, Knowles (1980:46) states that

> Adults have been so deeply conditioned by their previous schooling (under the pedagogical model) to perceive the appropriate role of learner to be that of dependent, more or less passive recipient of transmitted content, that even though they may be completely self-directing in all other aspects of their lives, the minute they enter into any activity labeled 'education', they sit back, fold their arms, and say, 'Teach me.'

Although the majority of the Nova Ed.D. students view themselves as independent learners, some lean toward the passive role of dependency when the area of practicums is discussed. Knowles (1975:21) indicates that there are two types of learning

> teacher-directed learning assumes that students are motivated to learn in response to external rewards

> and punishments, such as grades, diplomas, awards, degrees, and fear of failure; whereas self-directed learning assumes that learners are motivated by internal incentives, such as the need for esteem, the desire to achieve, the urge to grow, the satisfaction of accomplishment, the need to know something specific, and curiosity.

Since success in Nova's PHE doctoral program depends to a large extent on the independent learning skills of its students, Kole (1986:2) suggests that new students' independent learning skills should be assessed via a self-assessment instrument (See Appendix O). Kole (1986:3) further states that perhaps dependent learners could develop and improve their independent learning skills as a result of an "interactive orientation program." Kole (1986:3) continues

> The orientation program would initially be designed to create an awareness of the many competencies that need to be acquired to fulfill an independent learning, working, and living style. It is hoped that once an awareness is realized of the many variables that comprise the independent learning style, self-motivation to become more independent will occur.

Knowles (1975:18) defines "self-directed learning" as

> a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes.

Consequently, because self-directed learning and self-motivation skills are so necessary for success in the Nova Ed.D. field-based degree program--perhaps the incorporation of these skill areas into an "interactive orientation program" would enhance the success of all new field-based doctoral students. Since the literature generally refers to

field-based degree programs as "external degree programs", it would be appropriate to review some writings on the "external degree."

The External Degree

According to Houle (1977:14-15),

> an external degree is one awarded to an individual on the basis of some program of preparation (devised either by himself or by an educational institution) which is not centered on traditional patterns of residential college or university study.

The Nova University Programs for Higher Education field-based doctoral degree program fits the definition of the external degree. Samuel Gould, Chairman, Commission on Non-Traditional Study (Houle, 1977:xi) states that "more rather than less rigor is demanded of the external degree student; more rather than less initiative is expected;" and he insists that a great deal of motivation is required. Felix and Aker (1982:6) expand on the importance of motivation for field-based learners by acknowledging that "while motivation is extremely complex and imperfectly understood, it is best seen within the framework of an adult's needs, goals, habits, values, and self concept." Houle (1977:11) elaborates on the need for external degree programs by indicating that "education should be fitted to the concerns and lifestyle of the mature student who is active in the normal affairs of adulthood." Nova University's regional students are all employed full-time, most have families, are involved with community affairs, and

in general they are very busy people. Therefore, the Nova University field-based degree program is ideal for them. In attempting to assemble a meaningful orientation manual for PHE regional students, a review of traditional tertiary education and non-traditional tertiary education orientation programs was investigated.

Traditional Tertiary Education Orientation Programs

It is well-known to traditional college and university administrators that comprehensive orientation programs relate directly to the success and retention of first and second-year students. In addition, the positive initial experiences that colleges and universities provide for new students via orientation programs oftentimes indirectly leave strong favorable impressions among the non-student contacts of each new student. That is to say that new students who are positively impressed by effective orientation programs become self-appointed ambassadors, thus promoting new student recruitment.

The Council for the Advancement of Standards (CAS) for Student Services/Development Programs, consisting of twenty-two professional higher education associates, developed criteria "to guide the professional practice and preparation of student services, student affairs, and student development program personnel in post-secondary institutions of higher learning" (Council for the Advancement of Standards (CAS) for Student Services/Development

Programs, 1986:ix). CAS (1986:97) provides the following explanation of a structured orientation process

> A structured orientation process based on stated goals and objectives should be provided. This process should serve both the student and the institution. The structured entry process aids students in understanding the nature and purpose of the institution and their relationship to the academic environment. Self growth and learning may occur as students are assisted in understanding their own relationship to the intellectual, social, and cultural climate of the institution.

In addition, CAS (1986:97) lists a variety of orientation goals that would appear to be relevant for the PHE to consider in the development of a comprehensive orientation plan. The goals include the following:

1. assist students in understanding the mission of the institution (See Appendix P);

* 2. assist students in determining their purpose in seeking a degree from the institution;

3. assist students in developing positive relationships with faculty, staff, peers, etc. that are affiliated with the institution;

4. help students understand the institution's expectations of them;

* 5. provide information about and opportunities for self-assessment (See Appendix O);

* 6. identify costs in relation to degree attainment, both in terms of dollars and personal commitment;

7. improve the retention rate of new students;

8. provide an atmosphere and sufficient information to enable students to make reasoned and well-informed choices;

9. provide information concerning academic policies, procedures, requirements, and programs;

10. explain the processes for class scheduling and registration (See Appendix B);

* 11. provide information about available institutional services (See Appendix Q);

* 12. create an atmosphere that minimizes anxiety, promotes positive attitudes, and stimulates an excitement for learning; and

* 13. provide opportunities for new students to discuss expectations and perceptions of the degree program with advanced-standing students.

* These items (2, 5, 6, 11, 12, and 13) can be viewed as especially important for inclusion in an orientation program for Nova's field-based Ed.D. students. The more opportunity that students have to learn about themselves, the program, and its services, the more likely they are to experience success in the program.

Non-traditional Tertiary Education Orientation Programs

In a paper by Thornton and Mitchell entitled "Counseling the Distance Learner: A Survey of Trends and Literature" (Gough and Coltman, 1979:4), they point

to the general lack of effective orientation and counseling services for non-traditional tertiary education students

> Outside the traditional mode of higher education by contrast, the prevailing situation with regard to the provision of guidance counseling and advisory services is open to the charge of culpable neglect and inertia. Nowhere is this more apparent than in the context of external studies programs where, with few notable exceptions, the counseling and information function has been an impoverished, depressed and often a non-existent element . . .

Fortunately, Nova's PHE administrators have recognized the importance of meeting the needs of local cluster students by providing them with a cluster coordinator, a local research associate, and a budget to provide extra support services e.g. help sessions regarding practicum topic selection and appropriate research techniques. However, although the new regional clusters have a cluster coordinator, a research associate, and a budget for extra support services--the large geographical distances that separate the regional cluster coordinator, research associate, and students are a deterrent to the provision of the types of on-going orientation and learning experiences that local clusters offer.

One way to provide on-going Ed.D. program orientation for Nova regional students is suggested by Althen (1980:10): "Current students can be assigned as 'buddies' of new students on a one-to-one basis." Althen (1980:10) also advises that "current students can conduct tours (possible for the intensive summer sessions), lead small discussion

groups, and host social gatherings" (possibly at the on-campus sessions and also at summer institutes).

In order to prevent new regional (or local) cluster students from feeling overwhelmed with too much information all at one meeting, Althen (1980:9) suggests that

> it is prudent to give all crucial information to all new students in written form. This procedure will assure that all students have ready access to the information, whether or not they attend sessions in an orientation program.

In support of on-going orientation/counseling programs, Althen (1980:9) suggests that orientation components should be sequenced so that later activities build on earlier ones. The new PHE "Regional Cluster Orientation Manual" is sequenced accordingly. Following this idea, the "Regional Student Orientation Manual" will provide opportunities for new students to refine such skills as time management, goal setting, etc. The orientation manual will contain some inter-active components, i.e. several worksheet exercises for students to complete--they will have the benefit of refining and applying the above stated skills throughout their tenure as students in the PHE. As a result of the potential professional and personal skill development/ refinement that motivated students may acquire, it is possible that degree progress will be accelerated, especially with regard to the initiation, planning, and completion of practicums and the Major Applied Research Project (MARP).

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BIBLIOGRAPHY

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APPENDIX A

REGIONAL CLUSTER NEEDS ASSESSMENT

SURVEY AND COVER LETTERS

REGIONAL CLUSTER "DE-ISOLATION" PROJECT SURVEY

Purpose: The purpose of this inquiry is to collect information on

1. the needs of regional students
2. possible strategies to meet those needs and
3. specific recommendations for inclusion in the regional cluster "Orientation Manual."

Directions: Please type or write clearly and concisely your answers (to 1, 2, and 3 above) in the corresponding sections below. Feel free to use the back of the page if you run out of room.

1. Needs of regional students:

2. Possible strategies not listed:

3. Recommendations for "Orientation Manual":

4. Other Comments:

I highly value your comments and suggestions regarding the regional "de-isolation" project and proposed orientation manual. I thank you for your cooperation and timely response in advance.

Nova University
CENTER FOR THE ADVANCEMENT OF EDUCATION
Programs for Higher Education
3301 College Avenue, Fort Lauderdale, Florida 33314 • 305/475-7380

MEMORANDUM

TO: All Regional Cluster Students

FROM: Jim Kole, Research Assistant (Denver Regional Cluster)

DATE: August 14, 1986

SUBJECT: 1. Regional Cluster "De-isolation" Project
2. Orientation Manual Suggestions

The purpose of this memorandum is to inform you of two current projects underway and to seek your advice and input regarding "de-isolation" strategies and your suggestions for items to be included in an Orientation Manual for the regional clusters.

Drs. Barton, Moreton and Collins have had discussions concerning the regional students' general feeling of isolation. They have suggested that I take on this problem as a practicum. As a first step I have been asked to conduct a needs assessment of all regional students in the Nova Higher Education doctoral program. The goal is to determine what the needs of regional students are and to meet those needs. Because of the success of the regional cluster concept under the leadership of Dr. Collins, enrollment is growing. As growth continues, it will be imperative to have increased communication between Nova Central, cluster coordinator and students all over the country (world).

Local clusters across the country meet regularly throughout the year and provide numerous opportunities for students, coordinators, local research associates and instructors to communicate and share ideas, and most importantly, to give and receive positive and constructive reinforcement. In addition, local clusters may arrange special "help" sessions for their students regarding practicums and MARPs. Given that the regional clusters are not organized like local clusters, the challenge remains to meet the diversified needs of regional students.

As a result of initial discussions with Drs. Barton, Moreton, Collins and continuing discussions with them, Ted Switzer, other regional students and myself a preliminary list of possible "de-isolation" strategies have been developed and follow below. Please review this list and feel free to make revisions and suggestions for additional strategies. You, the regional student, know your problems and concerns better than anyone else in the Nova Program. This is your opportunity to help close the gap between a perceived lack of services and the ideal services you desire.

Preliminary "De-isolation" Strategies

1. A newsletter should be published each month by the Nova Central staff. The newsletter would contain updates on program information, news about Nova Central, the University, glimpses of approved practicums, achievements of students, and perhaps some mini-self-help programs/suggestions, etc.

2. "Top notch" practicum proposals and practicums should be mailed to each regional student.

3. A "buddy system" could be developed--some second year students could volunteer to assist new regional students for guidance and encouragement.

4. Make it possible for regional students to attend local cluster meetings if they desire.

5. An "Orientation Manual" should be developed specifically for regional students. The manual could include detailed information on unique aspects of the regional program. Information could be provided about the two weeks of classes prior to the summer institute, campus facilities, housing, food services, recreation opportunities, independent learning strategies, etc.

6. Video tapes of "previews" of each required course could be mailed upon student request for a five day loan.

7. Electronic online communications for students and instructors with computers and modems could be possible.

8. Create audio cassette tapes of some regional cluster meetings, especially training sessions for use by interested students.

On the enclosed Regional Cluster "De-isolation" Project Survey form please feel free to brainstorm your ideas. A self-addressed/stamped envelope has been enclosed for your convenience. In addition, if you would like to call me, I can be reached at Nova (305) 475-7349, Monday - Friday 8:00 a.m. - 5:00 p.m. **Please make every effort to see that I receive your response no later than September 15, 1986.** We are going to make the program better with your input!

Enclosure

cc: Dr. George Barton
Dr. Ross Moreton
Dr. Charles Collins

Nova University
CENTER FOR THE ADVANCEMENT OF EDUCATION
Programs for Higher Education
3301 College Avenue, Fort Lauderdale, Florida 33314 • 305/475-7380

MEMORANDUM

TO: All Regional Cluster Students

FROM: Jim Kole, Research Assistant (Denver Regional Cluster)

DATE: October 21, 1986

SUBJECT: Final Request for your Input Regarding:
1. Regional Cluster "De-Isolation" Project
2. Orientation Manual Suggestions

Approximately two months ago the Regional Cluster "De-Isolation" Project Survey was sent to all regional cluster students. As a result of that initial mailing 14 surveys were completed and returned to the Programs for Higher Education office. The mailing of the last survey request occurred at the worst possible time--when you were returning from the 1986 Summer Institute and completing course work, beginning a vacation, preparing for work again, etc.

The purpose of this memorandum is to request your assistance and feedback on the same survey. If you have already returned your survey--thank you. Perhaps additional ideas have come to mind, if so, please feel free to write them down and send them in the enclosed, self-addressed, postage paid envelope. If you have not completed and returned a survey yet, please take the time now to do so. The feedback of all regional students is critical to the development of practical recommendations that can be employed to resolve identified concerns.

Enclosed please find the original cover letter with modified preliminary "de-isolation" strategies and survey.

Please make every effort to respond as soon as possible. Thank you in advance for your reply.

JK:ac

Enclosures

cc: Dr. George Barton
Dr. Ross Moreton
Dr. Charles Collins

APPENDIX B

INSTRUCTIONS FOR REGISTRATION AND PAYMENT OF TUITION AND FEES

Nova University
CENTER FOR THE ADVANCEMENT OF EDUCATION
Programs for Higher Education
3301 College Avenue, Fort Lauderdale, Florida 33314 • 305/475-7380

M E M O R A N D U M

TO: All PHE Regional Cluster Students

FROM: Ross E. Moreton

DATE: April 10, 1987

SUBJECT: Instructions for Registration and Payment of Tuition and Fees Commencing with the 1987 Summer Term

In keeping with the notion of independent learning that is so much a part of Nova's field-based programs--the procedures for the regional cluster students' registration and payment of tuition and fees have been modified to reflect this concept. I am enclosing a packet of instructions, forms, envelopes, etc., that should last you for a one year period. Note: Once you receive this packet, the responsibility for the timely return of registration forms and payments of tuition and fees remains yours. Therefore, periodic statements (bills) will not be sent to you.

1. Instructions for Registration

   a. Registration forms should be completed and submitted one month prior to the beginning of each term. By June 1, 1987, return one completed registration form in the enclosed envelope marked, "Office of Registrar."

Term	Term Start	Return Form By
Summer	July 1	June 1
Fall	October 1	September 1
Winter	January 1	December 1
Spring	April 1	March 1

   b. Indicate on the form the appropriate course selection or services information. Please note the following examples:

Programs Available: Master's Programs in Child Care Administration, Computer-Based Learning, Education (GEM), and Speech-Language Pathology. Educational Specialist Programs in Computer-Based Learning, and Education (GEM). Doctor of Education Programs in Computer Education, Early and Middle Childhood, Educational Leadership, and Higher Education (Higher Education, Vocational Education, Adult Education).

Course Prefix	No.	Section Code	Course Selection	Date Start/Finish	Semester Hours
ECD	8003	**	Curriculum & Program Planning	7/1/87 - 9/30/87	3
ECD	8007	**	Governance & Management	7/1/87 - 9/30/87	3
ECD	8011	**	Applied Educational Research & Evaluation	7/1/87 - 9/30/87	3
ECD	8016	**	Learning Theory & Applications	7/1/87 - 9/30/87	3
ECD	8021	**	Societal Factors Affecting Education	7/1/87 - 9/30/87	3
PRA	8070	*	Practicum Services	7/1/87 - 9/30/87	0
PRA	8090	*	MARP Services	7/1/87 - 9/30/87	0
ECD	8060	*	Summer Institute #1	7/26/87 - 8/1/87	0
ECD	8061	*	Summer Institute #2	7/26/87 - 8/1/87	0
EAD	8002	*	History, Phil., Prac. of Adult Education	7/1/87 - 9/30/87	3
EAD	8006	*	Theory, Methods of Adult Education	" "	3
EHD	8002	*	Pol., Law, Economics of Higher Education	" "	3
EHD	8006	*	Emergence of Higher Education	" "	3
ETD	8002	*	Personnel - Human Research Development	" "	3
ETD	8006	*	Emer., Voc., Tech., Occ. Education	" "	3

*Indicate the "Section Code" by choosing the appropriate abbreviation for your cluster.

**If you are registering for a core course (ECD 8003, 8007, 8011, 8016, 8021) at a location other than that planned for the Regional Cluster--you must indicate the Local Cluster Section Code. The following is a list of abbreviations:

Alaska	(AK)	Fond du Lac	(MW)	Philadelphia	(PA)
Atlanta Reg.	(AT)	Fort Bragg	(FB)	Santa Ana	(SA)
Birmingham Reg.	(BI)	Greenwood	(GW)	South Florida	(SF)
Chicago	(CH)	Hampton/Richmond	(VA)	Tampa	(TA)
Dallas	(DA)	Massachusetts	(MA)	West Florida	(WF)
Denver Reg.	(DE)	Oakland	(OK)		

c. Sign your name (advisor's signature not necessary).

d. Return all copies of the form to the Office of Registrar by the previously specified date.

2. Instructions for Payment of Tuition and Fees

a. It is highly recommended that you make payment at the time of registration. This often prevents problems later. You will notice on the registration form that Visa, Mastercard, American Express, Choice, and Discover credit cards are accepted. You need only fill in the appropriate information and sign your name.

b. You may also attach a currently dated personal check or money order to the registration form. Post-dated checks will be returned. (Make sure your social security number appears on the check. If the check is written by someone other than you, be sure your name appears on the check after the social security number.)

c. Fee Schedule.

First thru Third Year Students	$875 per term	(Summer, 1987)
" " " " "	$950 " "	(as of Fall, 1987)
Continuing Services Students	$450 per term	(Summer, 1987)
" " "	$500 per term	(as of Fall, 1987)

Note: A student must have paid three years in full before the Continuing Services Fee schedule is applicable.

d. If for some reason payment of tuition and fees cannot accompany the registration form, the payment must be made directly to the Accounts Receivable Office in the "Accounts Receivable" envelope and must be postmarked by the first day of each term (January 1, April 1, July 1, or October 1). If not, a late fee of $50.00 will be assessed for any payment that is postmarked after the due date.

e. If you are registering for a term and are not enrolling in a seminar, register for Practicum Services or MARP Services if you have been assigned a committee. Remember, to receive services other than removal of an "incomplete," you must register and pay tuition.

If you have any questions regarding the registration/tuition payment instructions, you may call the Office of the Registrar (305) 475-7414 or the Accounts Receivable Office (305) 475-7614.

Please take care to comply with these procedures. As an independent learner, the responsibility remains yours to maintain a current registration status, if you wish to receive services.

I am enclosing the following materials for your convenience:

5 Registration Forms
5 "Office of Registrar" envelopes
5 "Accounts Receivable" envelopes

REM:mr

Nova University
Office of Registrar
3301 College Avenue
Fort Lauderdale, Florida 33314

EGISTRATION MATERIAL

NOVA UNIVERSITY
ACCOUNTS RECEIVABLE
3301 College Avenue
Ft. Lauderdale, FL. 33314

NOVA UNIVERSITY

Registration Form

FILL IN ALL OF THE BELOW PRINT LEGIBLY WITH BALLPOINT PEN OR TYPE.

NAME (LAST, FIRST, M.I.)	SOCIAL SECURITY #
STREET ADDRESS	HOME PHONE
CITY STATE ZIP	TODAY'S DATE
EMPLOYER	BUSINESS PHONE

CIRCLE THE ABOVE INFORMATION THAT HAS CHANGED SINCE YOUR LAST REGISTRATION?
THIS REGISTRATION IS FOR (TERM OR CYCLE) _____ YEAR _____
DO YOU ANTICIPATE GRADUATING AT THE END OF THIS TERM? ☐ YES ☐ NO

OFFICE USE ONLY
PRO./CLUST. ☐☐☐☐☐

INSTRUCTION LOCATION

☐ MAIN CAMPUS ☐ CORAL SPRINGS
☐ OTHER _____

STUDENT STATUS

☐ NEW STUDENT (FIRST TIME AT NOVA)
☐ CONTINUING STUDENT
☐ RETURNING AFTER ABSENCE OF ONE YEAR

DEGREE _____
PROGRAM _____
FOREIGN STUDENT VISA? ☐ YES ☐ NO

PREFIX	COURSE #	SECT	COURSE SELECTION	DAY	DATE STARTED /COMPT'D	CR HRS

X _____ STUDENT'S SIGNATURE

_____ ADVISOR'S SIGNATURE

V.A. BENEFITS? ☐ YES ☐ NO

NOVA UNIVERSITY REQUIRES THAT ALL TUITION & FEES BE PAID IN FULL AT TIME OF REGISTRATION.

METHOD OF PAYMENT: CASH/CHECK? ☐YES ☐NO COMPANY REIMBURSEMENT? ☐YES ☐NO FINANCIAL AID? ☐YES ☐NO

☐ I HAVE APPLIED FOR FINANCIAL ASSISTANCE FROM NOVA UNIVERSITY
☐ I HAVE SIGNED A DEFERRED PAYMENT PROMISSORY NOTE (ATTACH TO REGISTRATION)
☐ I HEREBY AUTHORIZE A CHARGE BE MADE TO MY CREDIT CARD:
☐ VISA ☐ MASTERCARD ☐ AMERICAN EXPRESS ☐ CHOICE ☐ DISCOVER

ACCOUNT NUMBER ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

EXPIRATION DATE ☐☐☐☐

NO. MASTERCHG ☐☐☐☐

SIGNATURE _____

DISTRIBUTION: WHITE - REGISTRAR, YELLOW/PINK - ACCOUNTS RECEIVABLE, GOLDENROD - STUDENT

FEE ASSESSMENTS

DESCRIPTION	ACCOUNT	AMOUNT
TUITION	10100	
REGISTRATION	10114	
LATE REGISTRATION	10116	
SERVICE CHARGE	10117	
APPLICATION	10119	
STUDENT ACTIVITY	10200	
GRADUATION	10120	
OTHER	_____	
OR BALANCE DUE		
SUBTOTAL		
NEW CREDIT BALANCE		
TOTAL		

FEE PAYMENTS

DESCRIPTION	ACCOUNT	AMOUNT
STAFF WAIVER	98000	
OTHER	_____	
PRIOR CR BALANCE		
SUBTOTAL		
CASH ONLY	99999	
MONEY ORDER, CHECK ETC.	99999	
PROMISSORY NOTE		

7/86 Registration Clerk/Date _____ 51 Data Entry/Date _____

APPENDIX C

PHE RESOURCE PERSONNEL LIST

PROGRAMS FOR HIGHER EDUCATION

RESOURCE PERSONNEL LIST FOR

REGIONAL CLUSTER

ADMISSIONS AND RECRUITMENT MATERIAL	Marilyn Kriss	475-7385
TUITION QUESTIONS AND PAYMENTS (First, Second, Third Year and Continuing Services)	Accounts Receivable	475-7614
REGISTRATION	Registrar's Office	475-7414
STUDENT FINANCIAL PLANNING		
National Direct Student Loans		475-7411
Plus Loans		475-7411
State or Federal Loans		475-7411
Veterans Benefits	Bonnie Matalon	475-7413
BOOK ORDER FORMS	Peg Kulak	475-7380
INFORMATION RETRIEVAL SERVICE (I.R.S.)	Linda Greenhill	475-7388
CLUSTER COORDINATOR	Chuck Collins	608-348-5460
LOCAL RESEARCH ASSOCIATE	Milton Mitchell	608-342-1744
GRADES AND STATUS OF:		
Seminars	Jo Ann Taylor	475-7383
Practicums	Jo Ann Taylor	475-7383
MARPS	Marge Rowland	475-7394
CONTINUING SERVICES	Barbara Cromartie	475-7384
GRADUATION REQUIREMENTS	Marge Rowland	475-7394
INDIVIDUALIZED EVALUATION	Marge Rowland	475-7394
COMMENCEMENT	Registrar's Office	475-7414
TRANSCRIPTS	Registrar's Office	475-7414
GRADUATE FELLOWSHIP	Dr. Ross Moreton	475-7380

PROGRAMS FOR HIGHER EDUCATION

Ross E. Moreton, Ed.D., Director
Ada Christie, Assistant to the Director
Barbara Cromartie, Administrative Assistant
Marilyn Kriss, Clerical Assistant-Admissions
Peg Kulak, Clerical Assistant-Receptionist
Marge Rowland, Administrative Secretary
Jo Ann Taylor, Clerical Assistant

INFORMATION RETRIEVAL SERVICE STAFF

Elizabeth Poliner, M.Ed., Director
Linda Greenhill, Administrative Assistant

APPENDIX D

TEXTBOOK ORDER FORM

NOVA BOOKS, INC.

6508 S.W. 39 St. - Davie, FL 33314 (305) 583-5860

TEXTBOOK ORDER FORM

NAME _____

SHIPPING ADDRESS _____

_____

BILLING ADDRESS _____
if different

_____

MC, VISA, AMEX No. _____ exp. date _____

SIGNATURE _____

COURSE NAME AND NUMBER _____

SITE LOCATION _____

TEXTBOOKS NEEDED

	AUTHOR	TITLE
1.		
2.		
3.		
4.		
5.		

SHIPMENTS MADE BY U.P.S. ONLY; THEREFORE, A SIGNATURE IS USUALLY REQUIRED. TELEPHONE ORDERS ACCEPTED 10am-5pm MON.-FRI. RETURNS CANNOT BE ACCEPTED WITHOUT PRIOR PERMISSION.

HOME PHONE (_____)_____ BUSINESS PHONE (_____)_____

THANK YOU FOR YOUR ORDER

APPENDIX E

REGIONAL STUDENT PROCEDURE FOR ATTENDING SEMINARS WITH A LOCAL CLUSTER

REGIONAL STUDENT PROCEDURE FOR ATTENDING SEMINARS WITH A LOCAL CLUSTER

Students interested in attending a seminar other than at their cluster site must request written authorization to do so from Dr. Ross E. Moreton, Director for the Programs for Higher Education. This procedure is necessary for several reasons:

1. to prevent classroom crowding
2. to allow the seminar instructor adequate time to prepare the correct number of hand-out materials, tests, and pre-seminar mailings to registered students, and
3. to allow the cluster coordinator adequate time to notify the student about the location, time, date, and any last minute information that may be helpful.

APPENDIX F

SAMPLE PRACTICUM PROPOSAL

DEVELOPMENT OF AN EMPLOYEE COMPUTER ACQUISITION PROGRAM AT EMBRY-RIDDLE AERONAUTICAL UNIVERSITY

Societal Factors Affecting Education

by

Stephen R. Whitmer

Embry-Riddle Aeronautical University

Dr. Valda Robinson

Tampa Cluster

A practicum proposal presented to Nova University
in partial fulfillment of the requirements
for the degree of Doctor of Education

Nova University

January, 1985

INTRODUCTION

The question of how to deliver and keep pace with the development of computer literacy among institutional employees is one of the most critical academic and administrative issues at Embry-Riddle Aeronautical University (E-RAU). The development of a comprehensive plan to facilitate and encourage faculty and administrative staff to individually purchase micro computers is seen by Dotten (1985), as a logical and necessary step to meet the following institutional goals:

1. Computer applications will be integrated across the curriculum in appropriate disciplines and courses so that individuals in majors from departments other than Computer Science will be at the forefront of the use of computer applications in their field and will be sought by employers for this characteristic.

2. All E-RAU faculty will be computer literate and able to employ the computer in their courses, where appropriate, within five years.

3. Computer applications will be integrated throughout administrative operations of the campus, to facilitate the planning and controlling functions of management and increase the productivity of managerial employees.

The purpose of this practicum is to develop a plan, for adoption as an institutional administrative procedure, that facilitates and encourages University employees to purchase a personal computer and/or appropriate computer support materials.

The institution's progress with respect to the achievement of the aforementioned goals has been slow, as a natural result of the enormous financial commitment required. Evidence of the current deficiencies in the area include:

1. No campus administrative department is equipped with a personal computer or stand-alone computing capability.

2. Excluding the Computer Science department, only two-thirds of the academic departments have stand alone capability, and of those that do, most have only one computer to support all of their faculty.

3. Until grant-funding was received in September, 1985, there was no faculty-administration computer laboratory to provide access to personal computers.

The validity of the institutional goals to be supported by this program are easily verified. Computer technology and the personal computer have become two of the most significant influencers of the development of society. In 1983, 1.5 million personal computers were sold, and estimates are that by 1990, they will be selling at an annual rate of 11.5 million units (Naisoitt, 1984:18). In 1977, only 50 retail outlets in the country catered to computer hobbyists, while in 1983, there were over 30,000 (Naisbitt, 1984:18). Stephen McClellan (1985:62), vice-president and chief computer industry analyst for the

investment firm of Solomon Brothers, and current president of Wall Street's Computer Industry Analysts Group writes:

> By the end of this decade, there will be almost 40 million computerized devices in offices. Almost 50 percent of all workers will use a computer terminal on a regular basis. Among white collar workers, the ratio of personnel to computer devices will decline to nearly one to one from today's one to five ratio.

Specific to higher education, according to a survey of large-volume college stores conducted by the National Association of College Stores (1985:3), sales of computers, peripheral equipment, software and supplies were up 273 percent in 1984. Additionally, the average per-store sales of personal computers jumped 376 percent from $75,300 in 1983 to $358,700 in 1984, with peripherals and supplies up over 300 percent and software up 117 percent. Of final note, in September 4, 1985 (1-109) issue of The Chronicle of Higher Education, of the total number of advertisements by profit making entities, 41.6 percent were for computers and related products and services.

It is clear from the above that the necessity for employee computer literacy in the educational arena is already generally accepted, and that in the future it will be an absolute requirement if the education offered by institutions is to serve as a means to prepare students for the future.

The basic theory of the Societal Factors Affecting Education seminar was that the higher education industry is a product, reflection, and influencer of the society within which it exists. As such, it is critical to professionals

working in higher education to look externally and develop an understanding of our societal context, and then attempt to apply and relate the factors making up that context to individualized professional roles and the social institution of education. As noted, the utilization of computer technology is one of the most significant single societal factors affecting the current generation, and as such the proposed practicum is seen as directly related to the basic theory of the seminar.

PROCEDURES

Developing an employee computer acquisition program consistent with the previously listed institutional goals will significantly reduce the financial commitment required of the University in the achievement of such. The procedures to be followed are sequentially listed as follows:

1. In response to the charge assigned (via noted memorandum) by the University Chancellor, formulate an employee computer acquisition program (including evaluation criteria). Working in conjunction with the E-RAU Academic Computer Coordinator, the University Budget Director, and the Director of Personnel (hereinafter referred to as the 'formulation group'), the development process will include an examination of costs, discounts, interest free loans, extended payments, payroll deductions, and any other such

EXPECTATIONS

At the completion of this practicum it is expected that:

1. E-RAU officers will have a plan detailing a procedure that facilitates and encourages faculty and administrative staff to individually purchase micro/personal computers.

2. The administrative procedure as described in Expectation #1 will attract a level of participation sufficient to support the accomplishment of the listed institutional goals, as evaluated under the criteria established in the approved program.

As previously noted, the importance of achieving these expectations is a fundamental expectation of the formal educational process. Institutions that cannot prepare students for the future society in which they will live and work cannot hope to survive in a competitive market directed by consumers. Given the enormous current impact and virtually limitless future effects of computer technology on society, the educational process must include the utilization of computer technology.

mechanisms that would work to encourage the purchase of personal computers by employees.

2. Submit the plan as developed in Procedure #1 to the following selected committee of faculty and administrative personnel for their review, suggestions and comments:

a. Chairman, Computer Science Department

b. Bookstore Manager

c. University Comptroller

d. Chairman, Business Administration Department

e. Director of Institutional Research

In order to maximize the scope of the evaluative feedback and take advantage of each particular evaluator's knowledge specialization, this review will be conducted in an open ended format; i.e., no structure instrument will be provided.

3. With the formulation group, review and revise the plan as necessary, using the information generated from Procedure #2.

4. Submit the plan as developed in the above listed procedures to the officers of the University for their consideration for implementation.

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APPENDIX G

SAMPLE PLAN OF ACTION AND WORKSHEET

(Completed Sample Goal Sheet)

PLAN OF ACTION

Goal Must be Specific To be Measureable	Obstacles To Goal Accomplishment	Action Steps to Overcome Obstacles. If you CAN'T DEFINE the action steps then the goal is NOT SPECIFIC ENOUGH.	Target Date When I Will Accomplish This	Rewards
Become a good public speaker (Feb. 1, 1975) Target date: Feb. 1, 1976	1. Lack of Confidence. 2. Lack of experience 3. Lack of knowledge 4. Lack of training 5. Lack of audiences 6. Poor memory 7. Poor diction 8. Fear of audiences	1. Buy book on public Speaking 2. Read aloud in front of mirror (daily) 3. Give Committee reports at Jaycee meetings 4. Volunteer for Speak-Up Jaycee 5. Enroll in Dale Carnegie course 6. Use affirmations 7. Join Chamber of Commerce Speaker's Bureau 8. Enroll in night school course on Public speaking 9. Join Toast masters 10. Participate in public debates 11. Study accomplished speakers	2/1/75 start 2/1/75 3/75 3/75 5/75 2/2/75 6/75 6/75 3/75 11/75 2/2/75	Accomplishment Pride Recognition Help others Extra Income: - new car (T Bird) - bigger house - Acapulco - Las Vegas - College for Kids - Investments Promotion Respect Feel good * * Is it worth it? YES !!!
Reaching this goal will lead toward the following longer-range goal: Part-time income from speaking engagements				
AFFIRMATION: I am a good public speaker! I have an important message to communicate! I am at ease in front of groups! I am a good public speaker!				

PLAN OF ACTION

Goal Must be Specific To be Measureable	Obstacles To Goal Accomplishment	Action Steps to Overcome Obstacles. If you CAN'T DEFINE the action steps then the goal is NOT SPECIFIC ENOUGH.	Target Date When I Will Accomplish This	Rewards
Reaching this goal will lead toward the following longer-range goal:				
AFFIRMATION:				

APPENDIX H

PRACTICUM EVALUATION FORM

NOVA UNIVERSITY

PROGRAMS FOR HIGHER EDUCATION

PRACTICUM EVALUATION FORM

Upon completion of the reading of a practicum, this form is to be completed. Each criterion is to be evaluated in terms of the following ratings by placing a circle around the appropriate number.

5 — Excellent
4
3 — Average
2
1 — Unsatisfactory
NA — Not applicable

TITLE PAGE

1. Appropriate format has been followed.	1	2	3	4	5	NA
2. Title reflects nature of the study.	1	2	3	4	5	NA

ABSTRACT

1. Written in past tense.	1	2	3	4	5	NA
2. Nature of problem stated.	1	2	3	4	5	NA
3. Procedures are summarized.	1	2	3	4	5	NA
4. Findings are summarized.	1	2	3	4	5	NA
5. Recommendations are summarized.	1	2	3	4	5	NA

TABLE OF CONTENTS

1. An appropriate format has been followed.	1	2	3	4	5	NA
2. A list of tables and/or figures should appear if more than one table or figure is used in the practicum.	1	2	3	4	5	NA

INTRODUCTION

1. Nature of the problem was precisely and clearly stated.	1	2	3	4	5	NA
2. Purpose of the investigation was precisely and clearly stated.	1	2	3	4	5	NA
3. General description of method of investigation was provided.	1	2	3	4	5	NA

BACKGROUND AND SIGNIFICANCE

1. Summary statements of the relationship between the review of the literature and the practicum are included.	1	2	3	4	5	NA
2. The writer has made clear the manner in which the practicum topic relates to the subject matter of the seminar.	1	2	3	4	5	NA
3. Sufficient evidence was presented which justified the study from the institutional perspective.	1	2	3	4	5	NA
4. The review of the literature was adequate.	1	2	3	4	5	NA
5. The background section established a reasonable conceptual base from which the study evolved.	1	2	3	4	5	NA

PROCEDURES

1. Procedures were sufficiently and clearly delineated to permit replication.	1	2	3	4	5	NA
2. Procedures followed were consistent with what was proposed in the practicum proposal, or, if not, the reasons for the difference were explained.	1	2	3	4	5	NA
3. Procedures were appropriate to achieve objectives of the study.	1	2	3	4	5	NA
4. Definition of population was included and how samples, if used, were selected.	1	2	3	4	5	NA
5. If necessary, research questions were stated in an appropriate manner.	1	2	3	4	5	NA
6. Appropriate statistical analyses were selected and justified.	1	2	3	4	5	NA
7. Hypotheses were clearly stated.	1	2	3	4	5	NA
8. Limitations and assumptions were noted.	1	2	3	4	5	NA
9. A definition of terms section was included for those concepts that were ambiguous.	1	2	3	4	5	NA

RESULTS

1. Results were clearly and concisely stated in a descriptive manner. (Evaluative statements are not to be included in this section).	1	2	3	4	5	NA
2. Analysis of the data was completely described.	1	2	3	4	5	NA
3. Tables or figures were clearly presented and labeled and contain appropriate data.	1	2	3	4	5	NA

DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS

.. The writer provided sufficient discussion to convince the reader that there was a thorough understanding of the nature and implications of the study.	1	2	3	4	5	NA
2. Implications of the study were clearly stated and derived from the results.	1	2	3	4	5	NA
3. Recommendations logically flowed from the findings.	1	2	3	4	5	NA
4. Recommendations were supported by data reported in the study.	1	2	3	4	5	NA
5. Recommendations were related to the problem and the purpose of the practicum.	1	2	3	4	5	NA
6. Potential for improvement or positive change was discussed.	1	2	3	4	5	NA

TECHNICAL ASPECTS

Title page	1	2	3	4	5	NA	Tables	1	2	3	4	5	NA
Margins	1	2	3	4	5	NA	Figures	1	2	3	4	5	NA
Spacing	1	2	3	4	5	NA	Spelling	1	2	3	4	5	NA
Neatness	1	2	3	4	5	NA	Punctuation	1	2	3	4	5	NA
Quotations	1	2	3	4	5	NA	Sentence Structure	1	2	3	4	5	NA
References	1	2	3	4	5	NA	General Writing Style	1	2	3	4	5	NA
Typing	1	2	3	4	5	NA	Bibliography	1	2	3	4	5	NA

APPENDIX

Materials included are appropriate	1	2	3	4	5	NA
Proper references to the appendix	1	2	3	4	5	NA
Relevancy of Contents	1	2	3	4	5	NA
General Format	1	2	3	4	5	NA

Student's Name _____ SEMINAR _____

PASS _____ UNACCEPTABLE _____

_____

Evaluator's Signature (date)

APPENDIX I

INFORMATION RETRIEVAL SERVICE

. PROGRAMS FOR HIGHER EDUCATION

INFORMATION RETRIEVAL SERVICE (I.R.S.)

INTRODUCTION

The Programs for Higher Education at Nova University share in the operation of the Information Retrieval Service. This service provides students, graduates, and staff with resources useful in their study areas and research work. The resources include computer searches, ERIC microfiche, and consultation services. I.R.S. also provides information regarding local resource centers and comprehensive document retrieval services.

COMPUTER SEARCH PROCEDURE

Students who wish to have a computer search conducted, fill out a computer search form describing the topic, key terms or descriptors, and give a brief narrative containing additional information about the search. The request form is signed by the Cluster Coordinator and forwarded to the I.R.S. office. I.R.S. staff review the search strategy, select the appropriate database(s) and make revisions using the appropriate descriptors for the selected database(s). Next, the computer search is conducted online and the offline printout is ordered. When the I.R.S. receives the printout, the citations in the printout are reviewed to be sure the search results match the original request. Then the printout is sent to the requestor along with forms regarding explanations of the printout, microfiche orders, and article orders.

The computer search printout that the requestor receives contains the full bibliographic citations of all information related to the requested search. Using this information in the printout, the requestor may locate complete copies of the most appropriate materials, such as journal articles, documents, doctoral dissertations, and government publications.

RESOURCES

The Information Retrieval Service (I.R.S.) has access to four online systems as follows:

The Dialog Information Retrieval Service, from Dialog Information Services, Inc. in California has more than 200 databases available on the system. The databases cover a multitude of subjects and are updated regularly to provide access to the most recently published information. Some databases that are most helpful in obtaining information for The Programs for Higher Education students and staff include Educational Resources Information Center (ERIC), Medline, Psycinfo, Sociological Abstracts, Dissertation Abstracts, and ABI/Inform.

BRS (Bibliographic Retrieval Service) is based in New York. BRS converts its databases into a common format for searching. Over ninety databases are available on the BRS system, including ERIC, SPIN/SPIF, and RICE.

SpecialNet is a computer-based communication/information system sponsored by the National Association of State Directors of Special Education. SpecialNet provides an electronic mailing system and electronic bulletin boards, enabling users to keep up-to-date on information pertaining to special education.

NEXIS is a service of Mead Data Central. It is an online system that allows access to information in newspapers, magazines, wire services, newsletters, and government documents. The full text or portions of a story may be obtained in resources, such as the New York Times, the Washington Post, Newsweek, and U.S. News and World Report.

ERIC

The database that is most often used by the I.R.S. is the Educational Resources Information Center. This database, better known as ERIC, is a nationwide information database devoted to the field of education. ERIC includes topics, such as innovative programs and practices, conference proceedings, bibliographics, significant speeches and professional papers, curriculum materials and reports of curriculum findings. ERIC has sixteen clearinghouses, each specializing in a particular area of education and affiliated with an institution that has recognized expertise in that area. Our Nova I.R.S. staff may access ERIC through Dialog or BRS.

ERIC MICROFICHE

It is possible to follow-up computer searches with free microfiche copies of requested ERIC documents. The Information Retrieval Service has a collection of over 250,000 ERIC microfiche available to participants for their research needs. Each month 1200 to 1500 microfiche are added to update this collection.

SPIF

SPIF, School Practices Information File, is another database often used for computer-searches. SPIF provides descriptions of over 12,000 educational programs, practices, and products. This database is available through the BRS/Education Service Group. SPIF includes descriptions of commercial materials, as well as publicly funded exemplary programs and materials. Numerous Nova University Masters and Doctoral practicum descriptions may be accessed through this file.

CONSULTATION SERVICES AND WORKSHOPS

I.R.S. consultation services are provided for students, graduates, and staff. Upon request, telephone conferences may be scheduled to discuss individual research needs. At various times, the Director of the Information Retrieval Service meets with student groups regarding I.R.S. resources and participates in conferences with individual students, as well as Summer Institutes.

COMPUTER SEARCH ORDER FORM
FOR REGIONAL CLUSTERS

PROGRAMS FOR HIGHER EDUCATION
CENTER FOR THE ADVANCEMENT OF EDUCATION

RETURN TO: Information Retrieval Service
Nova University
Rosenthal Building, Room 214
3301 College Avenue
Fort Lauderdale, Florida 33314

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Please identify your specific regional cluster: _____

Please check your appropriate specialization area:
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_____Higher Education
_____Vocational, Technical, Occupational Education

Please identify the specific seminar, practicum, or MARP that this research will be used for: _____

_____

1. Proposed title or search topic:_____

_____

2. Key terms or descriptors related to the topic:

CONCEPT 1	CONCEPT 2	CONCEPT 3	ADDITIONAL TERMS

3. Narrative: Use complete sentences in order that we may fully understand your topic. Be sure to specify educational level, population, and any other delimitating factors. Use back of sheet if necessary.

Method of Payment: ____Charge to program account (If this research request is related to your Nova doctoral work, the cost may be charged to the program account.)

____Check (Payable to Nova University) All searches not charged to the program must be prepaid, $30.00 for one database, $20.00 for each additional database.

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File 1:ERIC - 66-86/Mar

Sets selected:

Set	Items	Description
1	0	HEIDI ED
2	4005	EDUCATIONAL QUALITY
3	19997	EDUCATIONAL OBJECTIVES
4	10489	PROGRAM EFFECTIVENESS
5	33367	2 OR 3 OR 4
6	14501	MEASUREMENT/DE
7	2230	PREDICTIVE MEASUREMENT
8	456	MEASUREMENT OBJECTIVES
9	4951	MEASUREMENT TECHNIQUES
10	14501	6 OR 7 OR 8 OR 9
11	96126	HIGHER EDUCATION
12	24158	COLLEGES/DE
13	8142	UNIVERSITIES/DE
14	114927	11 OR 12 OR 13
15	756	5 AND 10
16	92	14 AND 15

Prints requested

Date	Time	Description
08Apr	10:53:07	PRINT 16/5/1-92

Total items to be printed: 92

DIALOG File 1: ERIC - 66-86/Mar

788-808, HE 018 814, and HE 018 887.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: LEGAL MATERIAL (090); POSITION PAPER (120)
Geographic Source: U.S.; Illinois
Journal Announcement: RIEAPR84

The usefulness of tests for college admissions decisions, guidance, and student placement is discussed by a representative of the Educational Testing Service (ETS). Since high school curricula often vary among schools in both content and quality, standardized test scores provide a common measure of applicant performace and indicate a grasp of certain skills, concepts, and knowledge. Test scores combined with other indicators enhance the ability to predict accurately how an applicant is likely to do in a particular institution. Test scores can also be useful to postsecondary institutions' decisions relative to the guidance and placement of students. Guidance profiles can be helpful in identifying students' interests and developing long-range goals. Additionally, test data can help the institution determine what its course offerings should be. ETS is conducting research to identify factors other than academic ability that might influence college admissions decisions. These nonacademic characteristics are personal qualities, some of which are related to different types of success in college. Diagnostic tests, which can be helpful in improving the teaching-learning process, provide information on student progress toward specific learning outcomes. (SW)

Descriptors: *Academic Advising; Aptitude Tests; *College Admission; *College Entrance Examinations; Diagnostic Tests; Educational Quality; *Educational Testing; Higher Education; Predictive Measurement; Standardized Tests; *Student Placement ; *Test Use

Identifiers: *Excellence; National Commission on Excellence in Education

ED229373 SP022254
An Evaluation of a Teacher Education Program.
Galluzzo, Gary R.
13 Apr 1983 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Canada, April 13, 1983).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); RESEARCH REPORT (143)
Geographic Source: U.S.; New Jersey
Journal Announcement: RIESEP83

A field test of an evaluation of a teacher education program at Glassboro State College (New Jersey) used 19 preservice teachers as subjects. The evaluation model adopted for the study, CIPP, is an acronym for the four types of evaluation incorporated into one model: context, input, process, and product. ts administered to students were the Minnesota Teacher A ude Inventory (MTAI) and the National Teacher Examinations, including both the Weighted Common Examinations three major areas of study from which these students were drawn. Evidence from this longitudinal study indicated that the scores on the MTAI increased from the freshman year to the middle of the junior year, with the mean for this group dropping somewhat when the students were measured following student teaching. Results from analysis of academic achievement using the WCET scores indicated that there was no change in these students' academic achievement. Four possible explanations are offered for the lack of significant differences over the four years on the general studies portion of the WCET. (JM)

Descriptors: *Academic Achievement; Educational Assessment; *Education Majors; Evaluation Methods; Higher Education; Measurement Techniques; Preservice Teacher Education; Program Effectiveness; *Program Evaluation; *Student Attitudes; Student Characteristics; *Teacher Education Programs

Identifiers: Glassboro State College NJ; Minnesota Teacher Attitude Inventory; National Teacher Examinations

ED229348 SP022178
Challenges to Curriculum and Teaching Based on Bloom's Taxonomy.
Fain, Stephen M.; Bader, Barbara
Feb 1983 44p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Orlando, FL, February 1983).
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070); CONFERENCE PAPER (150)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP83

Bloom's Taxonomy is reviewed and analyzed in this report; the summative finding being that few educational innovations have had equal impact upon the profession. The taxonomy is first defined with particular attention being paid to "Handbook 1: Cognitive Domain." Various universities' and colleges' use of the taxonomy is described. Problems of research are discussed and a review of the research provided. Problems growing from the taxonomy in terms of application are also discussed. It is suggested that, because the taxonomy has influenced such a diverse group of people as researchers, measurement specialists, curriculum developers, and teachers, the problem with the taxonomy must be recognized as one of communication. There is noted to be a wide gap between those who expose the construct and those who put it to use. (JM)

Descriptors: Cognitive Development; Cognitive Measurement; *Cognitive Processes; Educational Objectives; *Educational Philosophy; Education Majors; Higher Education; Measurement Techniques; *Teacher Education; *Teacher Educators

Identifiers: *Blooms Taxonomy

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DIALOG File 1: ERIC - 66-86/Mar

EJ313963 HE519117
How Not to Rank Universities.
Webster, David S.
Higher Education, v14 n1 p101-09 Feb 1985
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJJUN85
Academic quality rankings of colleges, universities, and individual departments have flourished recently, and Jack Gourman's rankings have had a great impact on U.S. higher education. A study of Gourman's eight books, a comparison of their findings, and a 3-hour interview with Gourman are discussed. (MLW)
Descriptors: College Programs; Colleges; *Comparative Analysis; Departments; *Educational Quality; *Higher Education; *Measurement Techniques; Universities
Identifiers: Gourman (Jack); *Ranking

EJ312152 HE519044
Assessment of Quality for Accountability.
Folger, John
New Directions for Higher Education, No. 48 (Financial Incentives for Academic Quality) v12 n4 p75-85 Dec 1984
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); EVALUATIVE REPORT (142); POSITION PAPER (120)
Journal Announcement: CIJMAY85
If institutional accountability shifts from compliance with state rules to demonstration of progress, both policy and institutional interests may be better served. The legislature or governor is the most likely source of pressure to develop outcome measures, but results will not occur until accountability reaches the faculty level. (MSE)
Descriptors: *Accountability; Educational Economics; Educational Improvement; *Educational Quality; Government School Relationship; *Higher Education; *Incentives; Measurement Techniques; Outcomes of Education; Program Effectiveness; Program Evaluation

EJ312149 HE519041
Performance Funding: Tennessee's Experiment.
Banta, Trudy W.; Fisher, Homer S.
New Directions for Higher Education, No. 48 (Financial Incentives for Academic Quality) v12 n4 p29-41 Dec 1984
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJMAY85
An experiment of the Tennessee Higher Education Commission is outlined that allocated up to 5 percent of an institution's annual state funding for awarding on the basis of demonstrated accomplishment in five performance areas. A project funded by the Kellogg Foundation to increase the use of student outcome information in institutional planning is also discussed. (MSE)
Descriptors: College Planning; *Educational Finance; Educational Improvement; Educational Quality; Financial Support; *Higher Education; *Incentives; Measurement Techniques; Outcomes of Education; Program Effectiveness; Program Evaluation; *Resource Allocation; *Rewards; State Aid *State Boards of Education; State Universities; Student Personnel Services
Identifiers: Kellogg Foundation; Performance Budgeting; *Tennessee Higher Education Commission; University of Tennessee Knoxville

EJ305007 UD510996
Classifying Black Studies Programs.
Brossard, Carlos A.
Journal of Negro Education, v53 n3 p278-95 Sum 1984
Available from: UMI
Language: English
Document Type: REVIEW LITERATURE (070); EVALUATIVE REPORT (142)
Journal Announcement: CIJDEC84
Examines the growing body of demonstrations of performance of Black Studies programs and criticizes unattended measurement and conceptual confusions. Proposes quantitative and qualitative models for evaluation of programs. (Author/KH)
Descriptors: *Black Studies; Curriculum Development; *Educational Objectives; *Evaluation Criteria; Higher Education; *Measurement Techniques; Program Development; Program Effectiveness; *Program Evaluation

EJ291869 HE517680
Measurement and Use of Faculty Productivity Data.
Smith, Mickey C.
American Journal of Pharmaceutical Education, v47 n4 p357-60 Win 1983
Available from: UMI
Language: English
Document Type: CONFERENCE PAPER (150); REVIEW LITERATURE (070)
Journal Announcement: CIJAPR84
Administrators should have some clear-cut objectives that the faculty can be apprised of in such a way that they can make informed decisions about how to allocate their efforts. A literature review of productivity in pharmacy education is provided, and evaluation as an administrative function is discussed. (MLW)
Descriptors: *College Administration; *College Faculty; Educational Objectives; *Educational Quality; *Faculty Evaluation; Higher Education; *Measurement Techniques; Pharmaceutical Education; *Productivity; Teacher Effectiveness

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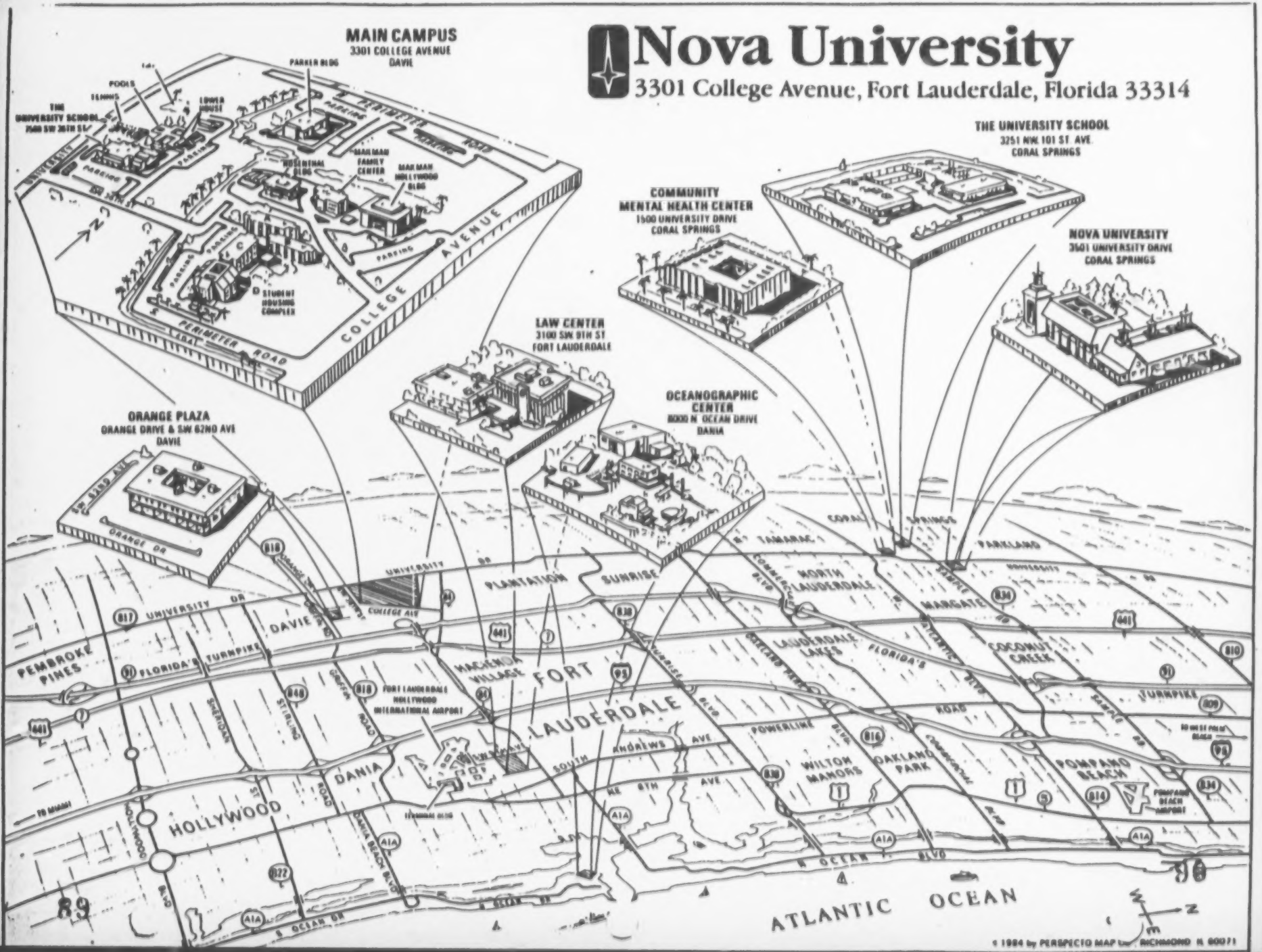
APPENDIX J

MAP OF NOVA UNIVERSITY AND SURROUNDING AREA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3301 COLLEGE AVENUE
DAVIE
THE UNIVERSITY SCHOOL
3251 NW 101 ST. AVE.
CORAL SPRINGS
COMMUNITY MENTAL HEALTH CENTER
1500 UNIVERSITY DRIVE
CORAL SPRINGS
NOVA UNIVERSITY
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LAW CENTER
3100 SW 9TH ST
FORT LAUDERDALE
OCEANOGRAPHIC CENTER
8000 N. OCEAN DRIVE
DANIA
ORANGE PLAZA
ORANGE DRIVE & SW 62ND AVE
DAVIE
COLLEGE AVENUE
PERIMETER ROAD
STUDENT HOUSING COMPLEX
PARKER BLDG
POOLS
TENNIS
LOWER HOUSE
THE UNIVERSITY SCHOOL
7500 SW 36TH ST.
RESIDENTIAL BLDG
MAHAN FAMILY CENTER
MAHAN HOLLYWOOD BLDG
PARKING
ROAD
N
ATLANTIC OCEAN
PEMBROKE PINES
DAVIE
HOLLYWOOD
DANIA
FORT LAUDERDALE
PLANTATION
SUNRISE
NORTH LAUDERDALE
MARGATE
COCONUT CREEK
LAUDERDALE LAKES
WILTON MANORS
OAKLAND PARK
POMPANO BEACH
HACIENDA VILLAGE
FORT LAUDERDALE HOLLYWOOD INTERNATIONAL AIRPORT
POMPANO BEACH AIRPORT
UNIVERSITY DR
COLLEGE AVE
SHERIDAN
STIRLING
GRIFFIN ROAD
SOUTH ANDREWS AVE
NE 6TH AVE
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SUNRISE BLVD
OAKLAND PARK BLVD
N OCEAN BLVD
S OCEAN DR
DANIA BEACH BLVD
HOLLYWOOD BLVD
FLORIDA'S TURNPIKE
TO MIAMI
817
818
441
84
95
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834
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1
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APPENDIX K

INDIVIDUALIZED EVALUATION FOR PROGRAMS FOR HIGHER EDUCATION STUDENTS

Nova University
CENTER FOR ADVANCEMENT OF EDUCATION
PROGRAMS FOR HIGHER EDUCATION
3301 College Avenue, Fort Lauderdale, Florida 33314 • 305/475-7380

M E M O R A N D U M

TO: MARP Year Students

FROM: Ross E. Moreton

DATE: April 22, 1986

SUBJECT: Individualized Evaluation for Programs for Higher Education Students

This is the Individualized Evaluation which will be used in collecting feedback about your doctoral program.

The new simplified procedure which should be followed is:

1. All students, before their name is submitted to the Board of Trustees, should submit statements which reflect on each of their practicums. For instance, the comments can, among other things, include:

   a. Who or what influenced your decision to study that particular problem (supervisor, peer, national lecturer, member of the Nova Central Staff, etc.)?

   b. Unusual aspects which were encountered in completing the study.

2. In addition to the above, each student should feel free to make comments regarding the entire program. This section, if included, could be written in many ways. However, one format might be the creation of two lists. One showing program strengths or components that need little or no attention. The other list could include weaknesses or program components that require attention.

The Central Staff will not judge the appropriateness of the material submitted. Each will be received as being positive, constructive feedback for improving the program.

Please contact me if you have any questions.

REM:mr

APPENDIX L

PROGRAMS FOR HIGHER EDUCATION Ed.D.

SELF-MONITORING CHECKSHEET

PROGRAMS FOR HIGHER EDUCATION

Ed.D. SELF-MONITORING

CHECK SHEET

In order to comply with Nova University Programs for Higher Education graduation requirements, students must complete the following:

____1. Attend and pass five core seminars.

____a. Curriculum and Program Planning

____b. Governance and Management

____c. Applied Educational Research and Evaluation

____d. Learning Theory and Applications

____e. Societal Factors Affecting Education

____2. Attend and pass two specialization seminars in accordance with your particular area.

Specialization in Leadership in Adult Education

____a. History, Philosophy, and Practices of Adult Education

____b. Theory and Methods of Adult Education

or

Specialization in Higher Education

____a. Politics, Law, and Economics of Higher Education

____b. Emergence of Higher Education in America

or

Specialization in Vocational, Technical, Occupational Education

____a. Personnel - Human Resources Development

____b. Emergence of Vocational, Technical, Occupational Education in America

____3. Pass five practicums (list titles below)

____a. _____

____b. _____

____c. _____

____d. _____

____e. _____

____4. Successfully complete a MARP Proposal

____5. Successfully complete the MARP (write title below)

_____

____6. Attend two summer institutes (list year, city, and theme of each summer institute attended below)

____a. _____

____b. _____

____7. Submit an individualized evaluation

____8. Pass a General Comprehensive Examination

____9. Be current in all tuition and fees

NOTE: All requirements must be completed within seven years of the date of initial registration.

APPENDIX M

1987 SUMMER INSTITUTE PROFESSIONAL/PERSONAL SKILL ENHANCEMENT PROGRAMS SURVEY AND RESULTS FOR DENVER REGIONAL CLUSTER

Nova University
CENTER FOR THE ADVANCEMENT OF EDUCATION
Programs for Higher Education
3301 College Avenue, Fort Lauderdale, Florida 33314 • 305/475-7380

MEMORANDUM

TO: All First and Second Year Ed.D. Students

FROM: James P. Kole, Research Fellow JK

DATE: February 9, 1987

SUBJECT: 1987 Summer Institute Professional/Personal Skill Enhancement Programs Survey

The theme of the 1987 Summer Institute is "The Independent Learner: Processes for Success." The purpose of this survey is to seek your feedback regarding the possible offering of skill-development mini-programs at the summer institute that aim to enhance professional, student and personal effectiveness. If survey results indicate that such programs would be helpful, recognized experts in appropriate areas would be called on to make presentations. All students would then have the opportunity to choose to attend the presentations most relevant to their needs. The skill-development mini-programs can be classified under the following categories:

Organizational Skills

1. Time Management. An awareness of task priorities and time management strategies can help establish a balance with work, family, graduate study and recreation.

2. Goal Setting. Setting realistic and achievable goals can help instill feelings of success and foster progress toward the degree.

3. Problem Solving. Creative strategies for general problem solving can reduce frustration and increase feelings of independence and success.

4. Environmental Shaping. Modifying the environment (work, home, etc.) to meet individual needs can enhance productivity and personal comfort.

5. Values Clarification. Values clarification can help combat indecisiveness and procrastination and can improve academic performance.

6. Study and Research. Effective study and research skills can save time, increase academic success, and boost confidence.

7. Personal Development Improvement Planning. A personal development improvement plan can increase confidence, self-esteem and personal effectiveness.

over

8. Student Resource Management. A variety of resources (human and material) are available--effective utilization of these resources can enhance learning and increase academic success.

Cognitive Orientation Skills

9. Positive Thinking. The development of a "positive mind set" is a systematic process that can turn problems into challenges.

10. Active (versus passive) Orientation. Individuals who demonstrate an active orientation in life usually create self-motivation, are more successful and appear to be happier than passive individuals.

11. Procrastination Control. It is estimated by experts in the field that many adults spend large amounts of time avoiding important tasks and little time doing them.

12. Decision Making. Effective decision making involves organized and logical thinking that leads generally to positive outcomes.

Interpersonal Skills

13. Assertiveness. Effectively communicating with cluster coordinators, local research associates, national lecturers, peers, supervisors, etc., can facilitate progress in the Ed.D. program.

14. Listening. Effective listening can improve academic performance and personal relationships.

15. Team Building. "Core support group" recruitment and maintenance can help make learning enjoyable because students select and develop their own "team" (supervisors, peers, librarians, secretaries, family, etc.).

Wellness Skills

16. Stress Management/Relaxation Training. Identification of stressors in daily life situations and the adoption of appropriate coping skills can reduce the impact of physical and psychological stress, thus allowing energy to be focused on priorities.

17. Human Energy Building. A combination of proper diet, rest, exercise and thinking helps to keep energy constant and available for necessary tasks. Think of human energy being stored in an "energy bank." The goal is to maintain a balance between deposits and withdrawals.

The development and refinement of these various skills can greatly enhance the students' ability to complete the requirements of the Nova field-based Ed.D. degree in a timely manner.

Enclosures

NOVA Ed.D. STUDENT PROFESSIONAL\PERSONAL SKILL ENHANCEMENT PROGRAMS SURVEY

Instructions: Please indicate your interest in having each of the skill-based mini-programs listed below presented at the 1987 Summer Institute. Rate each item on a five point scale with five indicating most interested and one indicating least interested. Please use the enclosed computer scoreable answer sheet to express your rating of each item. Blacken in your choice (1-5) with a #2 pencil.

Skill Area:

1. Time Management
2. Goal Setting
3. Problem Solving
4. Environmental Shaping
5. Values Clarification
6. Study and Research
7. Personal Development Improvement Planning
8. Student Resource Management
9. Positive Thinking
10. Active Orientation
11. Procrastination Control
12. Decision Making
13. Assertiveness
14. Listening
15. Team Building
16. Stress Management\Relaxation Training
17. Human Energy Building

Note: Please return your answer sheet to your cluster coordinator. Thank you for your cooperation.

Form: Student Skill Survey
Cycle: Winter 87
Site: Denver
Identifier: Denver
Group: All

QUESTIONS

NOVA Ed.D STUDENT PROFESSIONAL/PERSONAL SKILL ENHANCEMENT PROGRAMS SURVEY

Instructions: Please indicate your interest in having each of the skill-based mini-programs listed below presented at the 1987 Summer Institute. Rate each item on a five point scale with five indicating most interested and one indicating least interested. Please use the enclosed computer scoreable answer sjeet tp express your rating of each item. Blacken in your choice (1-5) with a #12 pencil.

Skill Area:

1. Time Management
2. Goal Setting
3. Problem Solving
4. Environmental Shaping
5. Values Clarification
6. Study and Research
7. Personal Development Improvement Planning
8. Student Resource Management
9. Positive Thinking
10. Active Orientation
11. Procrastination Control
12. Decision Making
13. Assertiveness
14. Listening
15. Team Building
16. Stress Management/Relaxation Training
17. Human Energy Building

DENVER CLUSTER

TOTAL OF ALL CLUSTERS

Question Number	N	Responses, This Set		Responses, All Sets	
		Mean	Stand. Dev.	Mean	Stand. Dev.
1.	6	3.67	0.89	3.49	1.06
2.	6	2.83	0.97	3.02	0.87
3.	6	3.33	0.80	3.64	0.91
4.	6	2.50	1.24	2.88	1.02
5.	6	1.83	0.56	2.80	1.02
6.	6	3.83	0.76	4.14	0.82
7.	6	2.67	0.80	3.27	0.96
8.	6	3.33	1.13	3.36	1.01
9.	6	2.83	1.10	3.07	0.98
10.	6	3.00	0.68	2.92	0.98
11.	6	2.33	1.32	3.27	1.07
12.	6	3.33	1.13	3.50	0.92
13.	6	2.83	1.10	3.05	1.07
14.	6	4.00	0.83	3.13	0.93
15.	6	4.33	0.61	3.32	0.98
16.	6	3.33	0.89	3.54	1.00
17.	6	2.83	1.30	3.29	1.01
Mean, All Responses This Set		3.11	Mean, All Responses All Sets	3.28	

APPENDIX N

MISCELLANEOUS TIME MANAGEMENT WORKSHEETS

DAILY ACTIVITY SCHEDULE

NAME _____ DATE _____

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY	TIME
7:00 7:30								7:00 7:30
8:00 8:30								8:00 8:30
9:00 9:30								9:00 9:30
10:00 10:30								10:00 10:30
11:00 11:30								11:00 11:30
12:00 12:30								12:00 12:30
1:00 1:30								1:00 1:30
2:00 2:30								2:00 2:30
3:00 3:30								3:00 3:30
4:00 4:30								4:00 4:30
5:00 5:30								5:00 5:30
6:00 6:30								6:00 6:30
7:00 7:30								7:00 7:30
8:00 8:30								8:00 8:30
9:00 9:30								9:00 9:30
10:00 10:30								10:00 10:30
11:00 11:30								11:00 11:30

TO DO LIST

ITEM	ACTION	PERSON	TELEPHONE NUMBER
1			
2			
3			
4			
5			
6			
7			
8			
9			
0			
1			
12			
13			
14			
15			

Things to Do Today

Date

Item	Priority	Time Needed	Done
			☐
			☐
			☐
			☐
			☐
			☐
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			☐
			☐
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Notes

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EVENING	

Job Function Analysis Worksheet

Job Functions	Priority	Estimated Time (%)	Ideal Time (%)	Actual Time (%)
Total	XXXXXX	100%	100%	100%

Time Record Summary

Persons I See Often (Subordinates, Peers Superiors, Others)	**How I Waste Their Time** (Things I Do or Don't Do)	**How They Waste My Time** (Things They Do or Don't Do)	**Possible Solutions** (Ideas for Immediate Action)

Timewaster Interaction Analysis

Activities, Functions, Roles	Total Time	Percent of Time	Comments

Timesaver Meeting Planner

NATURE: Objectives, purpose or intended results of meeting.

EXPECTATIONS: Who should come? What will each one contribute?

AGENDA: What is the best way to accomplish intended results?

TIME: What day? When to begin? When to end? Where to meet?

Meeting Follow-up

WHO Person Receiving Assignment	WHAT Nature of Assignment	WHEN Due Date of Assignment

Weekly Plan

Date

OBJECTIVES (what I plan to have accomplished by the end of the week)

ACTIVITIES (activities required to accomplish objectives)	Priority	Time Needed	Day

APPENDIX O

SELF-ASSESSMENT SKILL INSTRUMENT

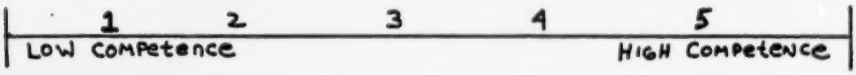
NOVA UNIVERSITY PROGRAMS FOR HIGHER EDUCATION

PROFESSIONAL/PERSONAL/STUDENT SELF-ASSESSMENT

SKILL INSTRUMENT

Purpose: This self-assessment exercise is designed to create an awareness of independent (self-directed) learning skill competencies. The awareness of existing skill deficiencies in adults usually stimulates motivation on their part to refine those skills (Knowles, 1980). The competence and utilization of independent learner skills should facilitate the completion of the Ed.D. requirements in a timely manner. Students with low self-assessment skill ratings will be encouraged to set goals to develop such skills.

Directions: Please indicate your proficiency in the following skill areas by writing the appropriate number (1-5 with one indicating low competence and five indicating high competence) in the rating column. For this assessment to be meaningful, you must answer as frankly as possible.



	RATING COLUMN
Organizational skills	
1. Time Management	
2. Goal Setting	
3. Problem Solving	
4. Environmental Shaping	
5. Value Clarification	
6. Study and Research	
7. Personal Development Improvement Planning	
8. Student Resource Management	
Cognitive Orientation Skills	
9. Positive Thinking	
10. Active Orientation	
11. Procrastination Control	
12. Decision Making	
Interpersonal Skills	
13. Assertiveness	
14. Active Listening	
15. Team Building	
Wellness Skills	
16. Stress Management/Relaxation	
17. Human Energy Building	

APPENDIX P

MISSION, GROWTH, AND DEVELOPMENT OF NOVA UNIVERSITY

MISSION

Nova University's centers and programs share a common mission--to educate students for leadership roles in a variety of professions, such as law, education, psychology, business and public administration, oceanography, and computer and information science. In the Nova University educational continuum, preprofessional training begins as early as The University School, continues through the college level, and culminates in the various centers for professional studies. Through the Nova University Educational Plan, students master appropriate skills and disciplines at each academic level, develop a sense of professional ethics and responsibility, and learn to appreciate the role of the professional as a key individual in society.

"The Nova Plan" stresses the critical relationship between theory and practice; it reinforces and tests the classroom experience through applied research and community service as integral parts of academic experience. Consistent with its mission, Nova University extends its resources to provide educational opportunities to working professionals nationwide, with faculty teaching at corporate and other locations across the country. Nova also delivers programs through a variety of educational technologies, including telecommunications. Nova University is committed to the idea that education should not be timebound or placebound. Through its educational offerings, research projects and programs of public service, the University encourages the free exchange of ideas and the search for knowledge that is the cornerstone of the academic tradition.

Approved by Nova University Board of Trustees 1/26/1987

THE GROWTH AND DEVELOPMENT OF NOVA UNIVERSITY

Nova University's main campus is located in the approximate geographic center of Broward County, Florida. It is situated on a 200-acre site which was originally part of the south Florida Education Center. The Education Center was creat d in the early 1960's on the 600-acre site of the former auxiliary Naval Air Station Training Field. By 1987, the following education facilities were housed on the 600-acre site:

- Nova University
- Broward Community College Central Campus
- Broward County Public Schools:
  - -- Nova High School
  - -- Nova Middle School
  - -- Nova Blanche Forman Elementary School
- Research and Education Center, University of Florida
- Instructional Television Center for Broward County
- Vocational Training Center
- United States Department of Agriculture

From its beginning, twenty-six years ago, Nova University has become the second largest independent higher education institution in the State of Florida. The University has a main campus and sites located in various parts of Broward County as follows:

- Main Campus - in the Town of Davie
- Oceanographic Center - at Port Everglades
- Law Center - S.W. 9th Avenue in Fort Lauderdale
- Nova University at Coral Springs - in the N.W. section of Broward County
- Cancer Research Center - in the City of Plantation

Highlights in Nova's twenty-six year development are presented in the following chronological summary:

1961 The Broward County Board of Public Instruction was authorized to establish Nova University.

1964 Nova University was chartered by the State of Florida as Nova University of Advanced Technology.

1965 Nova University opened its offices on Las Olas Boulevard in Fort Lauderdale. Dr. Warren Winstead was named President.

1966 The Physical Oceanographic Center was established and located on a 10-acre parcel of land at Port Everglades that had been deeded to the University by the Broward County Commission.

1967 The Rosenthal Building on the main campus in Davie was completed. Nova admitted seventeen PH.D. students in oceanography, physical science and science education.

1968 The University School of Nova University was established under the direction of Dr. Marilyn Segal.

1968 The main campus in Davie was officially opened on 200-acres of land as part of the South Florida Education Center. The Parker Physical Sciences Center opened.

1969 Dr. Abraham S. Fischler was appointed by the Board of Trustees as Executive Vice-President of Nova University.

1969 The Behavioral Science Center was established to offer a doctorate in psychology (1970) and master's programs in counseling, guidance, early childhood education, information science, and educational engineering.

1970 Federation with New York Institute of Technology was formalized. Dr. Alexander Schure was named Chancellor, and Dr. Abraham S. Fischler was named President of Nova University.

1971 Nova University achieved full accreditation by SACS for five years.

1971 The Student Housing Complex on the main campus was opened. It consists of 90 one- and two-bedroom units.

1972 The Ed.D Program in Educational Leadership and the Ed.D. Program in Higher Education were established with their field-based units.

1972 The Ed.D. Program in Early Childhood Education was introduced.

1972 A master's program in business administration was initiated.

1974 The Center for the Study of Law was established and opened in temporary facilities on the Main Campus.

1975 Nova University received full accreditation by the Southern Association of Colleges and Schools (SACS) for ten years.

1976 Nova University at Coral Springs was opened.

1977 Nova College was established on the Main Campus.

1978 The Law Center moved to its new campus.

1980 The Center for the Study of Administration was organized to centralize master's and doctoral programs in business administration, public administration, human resource management, and human services.

1980 The Center for the Advancement of Education was created to include master's and educational specialist level programs in a variety of majors in education and the Ed.D. Program in Early Childhood.

1980 Nova College received accreditation by the Southern Association of Colleges and Schools (SACS).

1980 Nova University received a $16 million gift from the estate of Leo Goodwin, Sr., founder of GEICO Insurance Company.

1982 The Law Center received accreditation by the American Bar Association.

1983 The Ed.D. Program in Early Childhood was extended to include study of the middle childhood years. The Ed.D. Program in Early and Middle Childhood is the official program title.

1983 The Doctor of Arts in Information Sciences program was approved by the Southern Association of Colleges and Schools.

1984 The Center for Computer Based Learning was created to unite doctoral and master's programs in information science, computer education, and computer science.

1985 Nova University received a ten year reaffirmation of its accreditation by the Southern Association of Colleges and Schools.

1985 By mutual consent, the Federation with the New York Institute of Technology (NYIT) was dissolved in November 1985. Dr. Abraham S. Fischler, President, became the Chief Executive Officer of the University. This action was accompanied by the resignation of members of the Board of Trustees who represented NYIT and the elimination of the position of the Chancellor.

1986 Construction began on a new classroom building, the Joe Sonken University School Classroom Building.

1986 Planning began to move the Law Center to the Main Campus in new facilities.

APPENDIX Q

PROGRAMS FOR HIGHER EDUCATION EQUIPMENT

AND SERVICES INVENTORY AND EQUIPMENT

SIGN-OUT SHEET

PROGRAMS FOR HIGHER EDUCATION

Equipment and Services Inventory

The equipment and services listed below fall under two categories:

A. Equipment that may be used at the PHE office includes:

1. Portable microfiche readers (2 - briefcase size).
2. Desktop microfiche readers (2).
3. Newsprint pad, tripod and markers.
4. Zorba computer
5. Televideo computer (IBM compatible).
6. Wordstar software.
7. Laser printer (Televideo computer only).
8. Videotape projector.
9. Videotapes available for review include: Time Management; Megatrends; The Third Wave; What You Are Is . . .; Glimpses of Nova University, specialization seminars, summer institute and research fellowship information.
10. Standard office equipment includes: desk top calculator, typewriters (3), various size staplers, staple remover, electric pencil sharpeners, three hole punch, etc.

B. Services provided upon request:

1. Duplicating (see Peg Kulak--please allow 24 hours and specify: collated and stapled, back to back, reduced, number of copies, etc.).

(Over)

2. Incoming phone messages will be accepted by the receptionist and posted on the bulletin board located at the PHE office (305) 475-7380.

3. Regional students incoming mail will be available in a box beside the bulletin board. Mail should be addressed as follows:

Your Name
Nova University
Programs for Higher Education
3301 College Avenue
Fort Lauderdale, Florida 33314

4. Microfiche orders will be processed by I.R.S.

5. Word processing services (see Graduate Fellows).

PROGRAMS FOR HIGHER EDUCATION

Equipment Sign-Out Sheet

In order to efficiently process equipment requests, to keep track of equipment and to keep equipment in good working condition--please print the following information.

Name: _____ SS#: _____

Phone: W_____ H_____ Date: _____

Regional student summer session address and phone number:

_____

_____

Equipment being checked-out (please include model and serial number if applicable):

1. _____
2. _____
3. _____

Intended length of use: _____

Date due back: _____

Signature of equipment user: _____

Signature of equipment provider: _____

Equipment returned on: _____

Equipment condition (please ✓ below):

☐ works fine

☐ needs repair (please state specifically): _____

_____

_____

1-87

Thank you.